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ABSTRACT

GRADES OR AGES: Grades 7-9. SUBJECT MATTER: Social science; history. ORGANIZATION AND PHYSICAL APPEARANCE: The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, behavioral and long-range objectives, guide format, and descriptions of concepts. The course content is presented in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each grade level. There is also a junior high school history model which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Long-range objectives are included in the introductory material. Behavioral objectives and activities are set out in the main content of the guide. INSTRUCTIONAL MATERIALS: Multimedia materials listed for each grade include books, filmstrips, films, records, tapes, and transparencies. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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SOCIAL SCIENCE

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A Curriculum Guide
Levels Seven Through Nine and Selected Multi-Media

Developed by

The Department of Curriculum Services
Clark County School District
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn
Superintendent

1969

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FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has
public schools in preparing children to meet these changes. A realistic picture of the social world
planned social science program. In an attempt to spearhead this change, there has been created a
interest focused on the "new" social science. Today's needs and tomorrow's challenges must be met
of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, and political forces
normal growth and development of man and society. Students must develop wholesome attitudes tow
factors, and learn to deal with it as a phase of reality. With this thought in mind initially applied
reflect our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of this curriculum
curriculum and flexible enough to meet the ever changing needs of our society. It should provide t
of presenting the social sciences in a rational manner. It is hoped that as a result of its utilization,
effectiveness and efficiency in assisting children to reach their educational goals. Those individua
curriculum undertaking are to be commended for their fine professional work and the educational co
unique work will provide the children of the Clark County School District with a social science pro
ment.

Kenny C. Guinn

Kenny C. Guinn
Superintendent

FOREWORD

e. However, the rapidly changing American society has placed much responsibility on the
et these changes. A realistic picture of the social world can be given to students through a well
empt to spearhead this change, there has been created a tremendous local, state, and national
ce. Today's needs and tomorrow's challenges must be met with a new structure and organization

ctors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the
d society. Students must develop wholesome attitudes toward conflict, understand its initiatory
se of reality. With this thought in mind initially applied to local problems, it will possibly
to the solution of the world's larger problems.

nt of many people in the development of this curriculum guide to make it a vital ongoing
e ever changing needs of our society. It should provide teachers with the sequential guidelines
onal manner. It is hoped that as a result of its utilization, every teacher will attain maximum
hildren to reach their educational goals. Those individuals who have been involved in this
ded for their fine professional work and the educational cooperation they have exhibited. This
he Clark County School District with a social science program of continuous growth and develop-

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CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITT

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RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic
the conditions and problems of life that today's youth face as adults can only be hypothes
conditions and problems that exist today. The broad directions of change can be predict
dealing with the unknown future is a realistic understanding of contemporary society and
shaping it.

The student of today should become more involved at every level with basic social scienc
student in today's complex world is one of the long-range goals of this Social Science C
environment should be developed by the student. He must be able to think through probl
viction than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials has dete
approach, discovery-inquiry method with emphasis on critical thinking skills, a program
the use of multimedia will be the major characteristics of this curriculum. It is intended
ale will facilitate for the learner greater comprehension, better transfer of knowledge, a

RATIONALE

ponsibility for giving the child the most realistic picture possible of his social world. Although
oday's youth face as adults can only be hypothesized now, they will have emerged from the
. The broad directions of change can be predicted. For this reason, the best preparation for
listic understanding of contemporary society and the dynamics of change that are constantly re-

involved at every level with basic social science concepts. The search for meaning for every
of the long-range goals of this Social Science Curriculum Guide. The ability to cope with his
student. He must be able to think through problems much more logically and with much more con-
ment is the key to this change.

thods, skill development, and materials has determined the guidelines established. A conceptual
h emphasis on critical thinking skills, a program reflecting all the social science disciplines, and
characteristics of this curriculum. It is intended that the teacher's firm commitment to this ration-
r comprehension, better transfer of knowledge, and more meaningful subsequent learning.

TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for the development, and materials that will be used. A conceptual approach, a discovery-inquiry metho skills, a program reflecting all of the social science disciplines, and the use of multimedia are the

When planning a social science lesson, start with a generalization in mind that may be used as sta no way expected to repeat a generalization verbatim. They will be successful if they come near u struction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center, Syracuse These concepts have been divided into the categories of substantive, value, and method. The eig not identified as concepts. They are envisioned as inevitable skills coming into focus as the inqui utilized.

Sequence has been given to the K-12 social science continuum by assigning history as the disciplin The teacher must keep in mind that emphasis should be given to this discipline at the grade levels bring other disciplines into focus during a unit of work.

Detailed subject matter has not been placed into any sequential order. Factual information will b concepts, behavioral objectives, and multimedia used in lesson preparation. The concepts have b flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first introduced i of instruction should enable the child to arrive at the large central idea--the generalization.

TO THE TEACHER

lum guide is to establish guidelines with a concern for the approach to instruction, methods, skill
e used. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking
ocial science disciplines, and the use of multimedia are the major characteristics of this curriculum.

start with a generalization in mind that may be used as stated or may be reworded. Students are in
tion verbatim. They will be successful if they come near understanding the ideas to which the in-

dopted from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price.
the categories of substantive, value, and method. The eight techniques and aspects of method are
nvisioned as inevitable skills coming into focus as the inquiry method and conceptual approach is

ocial science continuum by assigning history as the discipline to be stressed at levels seven through nine.
phasis should be given to this discipline at the grade levels assigned. The concepts are designed to
g a unit of work.

laced into any sequential order. Factual information will be determined by the concepts, sub-
multimedia used in lesson preparation. The concepts have been structured open-ended to provide
bility to any type of school program.

oom instruction starts with factual material first introduced in a conceptual framework. This procedure
to arrive at the large central idea--the generalization.

THE SOCIAL STUDIES AND THE SOCIAL SCIENC

The term social studies has traditionally been defined in reference to the social sciences. Th
the scholarly fields of study of man in his social environment. These disciplines include soci
chology, political science, economics, history, geography, and philosophy. The social scie
social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the social
changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from th
learning, child development, and other psychological-methodological aspects of instruction

Social studies can then be defined as the social sciences adapted and simplified for pedagogi

With this basic structure clearly defined, it is possible to achieve maximum value from the sc
the basic program to societal and individual needs and conditions. The emphasis is clearly o
foundation of the social studies.

SOCIAL STUDIES AND THE SOCIAL SCIENCES

defined in reference to the social sciences. That is, the social sciences are first defined as
l environment. These disciplines include sociology, cultural anthropology, social psy-
y, geography, and philosophy. The social sciences are primary sources of the concept of the
and methods of inquiry.

in the social studies draw data from the social sciences related to societal values, problems,
age.

lanning in the social studies draw data from the social sciences related to social process,
ological-methodological aspects of instruction.

l sciences adapted and simplified for pedagogical purposes.

possible to achieve maximum value from the social and psychological foundations in attuning
eeds and conditions. The emphasis is clearly on the social sciences as the substantive

DEFINITIONS OF THE SOCIAL SCIENCE CORE DI

1. History: A narrative of events, an exposition that tells how these events unfolded.
History can be the annals of a nation, a society, or a social group. History is al
affect a nation, an institution, or a social group, and an account usually connec
Thus, it can be both narrative and interpretative. In still another way, history is
and explains past events as an aggregate or as steps in human progress. In short,
analytical record of the human past.

2. Geography: The study of the earth's surface and of man's relationship to his environ
It has also been defined as the study and interpretation of the distribution of phen
examined may be physical, such as climates, landforms, and soils; or human, suc
portation routes. Since the types of such phenomena are numberless, geography
distribution rather than content.

3. Economics: The study of how men and society choose, with or without the use of mo
duce various commodities over time and distribute them for consumption, now an
in society.

4. Anthropology: The study of the relationship between man as a biological entity and

5. Political Science: A field of inquiry devoted to an analysis of power in society.
It is traditionally known as that branch of the social sciences dealing with the or

6. Sociology: The science that deals with social groups, their internal forms or modes
tain or change these forms of organization, and the relations between groups.

7. Philosophy: The most general science originally defined as the rational explanation
It is the general principle under which all facts could be explained, in this sense

8. Psychology: The systematic study of the processes whereby the individual interacts

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New Yor

EFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

n exposition that tells how these events unfolded.
nation, a society, or a social group. History is also a systematic written account of events that
, or a social group, and an account usually connected with a philosophical explanation of causes.
and interpretative. In still another way, history is described as the branch of knowledge that records
aggregate or as steps in human progress. In short, the dictionary defines history as a description or
past.

th's surface and of man's relationship to his environment.
study and interpretation of the distribution of phenomena on the face of the earth. The phenomena
ch as climates, landforms, and soils; or human, such as religions, population densities, and trans-
pes of such phenomena are numberless, geography is preferably defined in terms of this concept of
t.

n and society choose, with or without the use of money, to employ scarce productive resources to pro-
r time and distribute them for consumption, now and in the future, among various people and groups

elationship between man as a biological entity and his adaptions to his enviornment.

quiry devoted to an analysis of power in society.
at branch of the social sciences dealing with the organization and government of states.

ls with social groups , their internal forms or modes of organization, the processes that tend to maint-
organization, and the relations between groups.

ience originally defined as the rational explanation of anything.
der which all facts could be explained, in this sense, indistinguishable from science.

dy of the processes whereby the individual interacts with his environment.

Kolb, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

GLOSSARY OF TERMS

1. Concept: An individual's own way of making meaning of things he has experienced. It is a
classifying his experiences, and which continually changes as his experiences accumulate. A
bol which represents the real content of the insights and meanings the word evokes in the min
abstraction or general idea in the mind of a person used to represent a class or group of thing
characteristics in common. It is a synthesis of a number of things an individual has experien
his experiences. *

2. Generalization: A universally applicable statement at the highest level of abstraction relev
past and/or present, engaging in a basic human activity. In accord with this definition, the
plicit:

   A. The stated generalization, or the context in which it appears, shows that the author bel
   B. The stated generalization is not limited by reference to specific geographic or cultural
   C. The facts upon which a generalization is based are not in themselves generalizations.
   D. Neither a concept nor a definition is here considered to be a generalization and can ap
   acceptable generalization.
   E. Opinions are not considered to be generalizations unless the specialist also reports that
   tested and found to have no exceptions.
   F. Generalizations must have applicability to all places in all times, or be applicable to
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated individ
   I. Generalizations must be applicable to man at the highest level of abstraction rather tha

3. Sub-Concept: A closer examination of ideas related to the major concept.

4. Behavioral Objective: A statement of intent that describes in performance terms the desired
A statement of intent which describes in performance terms what the learner is to be like onc
learning experience.

5. Enroute Objectives: Those which are encountered in the process of doing assignments such
data.

6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation or cou

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*Roy A. Price, *Major Concepts for Social Studies* (Syracuse: Syracuse University, 1965).

GLOSSARY OF TERMS

naking meaning of things he has experienced. It is a mental image which assists a person in
continually changes as his experiences accumulate. A concept is expressed by a verbal sym-
f the insights and meanings the word evokes in the mind of an individual. A concept is an
of a person used to represent a class or group of things or actions having certain qualities or
hesis of a number of things an individual has experienced and conclusions he has drawn about

ble statement at the highest level of abstraction relevant to all time or stated times about man,
ic human activity. In accord with this definition, the following statements must be made ex-

context in which it appears, shows that the author believes that there are no known exceptions.
mited by reference to specific geographic or cultural boundaries.
ation is based are not in themselves generalizations.
n is here considered to be a generalization and can appear only in the context of an otherwise

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ptions.
ability to all places in all times, or be applicable to all places within a stated period of time.
mary, statistical, or functional.
an in a societal orientation, not as an isolated individual.
le to man at the highest level of abstraction rather than to specific men or communities.*

f ideas related to the major concept.

intent that describes in performance terms the desired outcomes of an instructional program.
in performance terms what the learner is to be like once he has successfully completed a

encountered in the process of doing assignments such as skills in gathering facts and selecting

at the conclusion of a given learning situation or course of study.

ocial Studies (Syracuse: Syracuse University, 1965).

7. Vehicle: The term topic, that conventionally has been used to designate the subject matter of curri
term vehicle. This has been done to avoid the structure trap of the term topic as it operated in the
to why and how, e.g., all of the social science disciplines can be used as vehicles by which teach
science to levels K-5.

8. Inductive: The teacher will initiate the student's attempt to discover new knowledge by helping hi
that will lead him to a higher level of critical thinking toward major concepts and generalizations.

9. Deductive: Introducing the entire theme and then breaking it down into concepts, sub-concepts,
learner arrives at conclusions by reasoning.

10. Reflective Thinking: The active, careful, persistent examination of any belief or purported form o
grounds that support it and the further conclusions toward which it tends.

11. Inquiry Method: A method of teaching whereby a teacher assumes the nondirective role and the stu
answers of well thought-out questions, by asking questions and through research and discovery.

12. Rationale: A reason or purpose for developing certain motives and objectives through which the te
or common goal.

13. Cognitive: A generic term used to indicate all the various aspects of knowing including perceptio
bering, thinking, and imagining. A cognitive response is usually observable. It can be describe
objectives are achieved with this response in teaching. The cognitive mental process includes:

   A. Objective-observation and description
   B. Classification
   C. Correspondence
   D. Disjunction-relationship of alternatives
   E. Seriation-arranging in orderly sequence

14. Affective: In the broadest sense, as used in psychology, it refers to the feeling quality of experie
commonly, the term is used as equivalent to emotion and even more narrowly to refer to the subje
able signs. The affective response is internal and is difficult to determine or measure. In all usag
and negative states including, for instance, anger and anxiety as well as affection in the sense of

15. Processes: Methods and procedures of achieving a particular task or goal such as modes of though
each other.

nally has been used to designate the subject matter of curriculum, has been replaced by the
id the structure trap of the term topic as it operated in the systems of relationship of what
science disciplines can be used as vehicles by which teachers can travel in teaching social

student's attempt to discover new knowledge by helping him to select from data information
ritical thinking toward major concepts and generalizations.

and then breaking it down into concepts, sub-concepts, and facts. A process by which a
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uence

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nt to emotion and even more narrowly to refer to the subjective aspect of emotional observ-
nternal and is difficult to determine or measure. In all usages, the term covers both positive
nce, anger and anxiety as well as affection in the sense of love.

achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.

17. Values: The beliefs and ideas which society or an individual esteems and seeks to achieve.

18. Perceptual: The awareness of objects or data through the medium of the senses.

19. Precept: A commandment or direction meant as a rule of action or conduct.

20. Empirical: Relying or based solely on experimentation and observation.

21. Disjunctive Thinking: Presenting alternatives regarding a proposition, e.g., either all men

ncepts.

ich society or an individual esteems and seeks to achieve.

ects or data through the medium of the senses.

tion meant as a rule of action or conduct.

y on experimentation and observation.

alternatives regarding a proposition, e.g., either all men are free or no man is free.

USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING*

"A great deal has been written and spoken recently about 'newer' ways of teaching and lear
has been given to discussing the rationale and assumptions underpinning them. Much effort h
cies of these as useful ways of classroom teaching and learning. Time and space have even b
really are 'new.' But in spite of all this, the real essence of the 'new way' still remains obs
cerned—social studies classroom teacher who is daily faced with the practical necessity of a
yet to be answered: 'What is this new way?' and, even more basic, *'How do I do it?'*

"Answers to these questions, even if they must of necessity be only partial and tentative, ar
teachers have been increasingly urged to use this 'new way' of teaching but have been frustr
just what it is and how to employ it. Consequently, many have become disillusioned with th
considerably *less* to it than meets the eye; others merely shrug it off with a curt, 'Oh, it w
who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt

"This 'newer' way of teaching has been described by a variety of terms. It has been labeled a
as a strategy. It has been described variously as reflective thinking, problem solving, critic
discovery—or guided discovery. Yet, essentially these are all the same—they are descripti
depending on the particular biases of the user, people engage in learning. They do not desc
some conscious and deliberate, some haphazard and almost automatic, by which one inquires
all, in actuality, descriptive of the process of *inquiry*."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in ord
may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on.
form. It may be a remembered and/or observed experience, either the learner's or that of o
formation shown on maps, graphs or charts, a picture, an artifact or some bit of written mate
or original document. The kind of knowledge developed is useful knowledge—knowledge th
original question, satisfies a curiosity, demonstrates or validates a concept, or gives some m
of a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one inqui
of applying certain past experiences, ideas, biases or interests (referred to variously as a fra
or some other more descriptive term) to selected data in order to complete a particular task.
steps, by employing a *mode* of inquiry.

*Barry K. Beyer, *Using Inquiry in the Social Studies—Guidelines for Teaching* (Athens: Or

SING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING*

ntly about 'newer' ways of teaching and learning in social studies. Considerable attention
ssumptions underpinning them. Much effort has been expended on the merits and deficien-
g and learning. Time and space have even been consumed debating whether or not these
al essence of the 'new way' still remains obscured. For the busy— but intensely con-
daily faced with the practical necessity of actually teaching, two crucial questions remain
d, even more basic, 'How do I do it?'

f necessity be only partial and tentative, are needed and needed now. Social studies
is 'new way' of teaching but have been frustrated repeatedly in their efforts to discover
ntly, many have become disillusioned with the idea to the point where they feel there is
ers merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those
I do this already.' There can be little doubt that this situation needs some clarification.

d by a variety of terms. It has been labeled as an approach, a method and, more frequently,
s reflective thinking, problem solving, critical thinking inquiry, inductive thinking and
lly these are all the same—they are descriptive of a process by which, with slight variations
people engage in learning. They do not describe a single act but a whole series of acts,
d and almost automatic, by which one inquires into something for some purpose. They are
inquiry."

THE PROCESS OF INQUIRY

It is the application of purpose to data in order to develop useful knowledge. The purpose
satisfy a curiosity, apply a concept or so on. The data may be any information in any
d experience, either the learner's or that of others; it may be in the form of statistical in-
picture, an artifact or some bit of written material such as a textbook, newspaper article
developed is useful knowledge—knowledge that solves the initiatory problem, answers the
strates or validates a concept, or gives some meaning to experience. It could be in the form
titude.

ell just precisely what happens when one inquires. Basically, the process of inquiry consists
biases or interests (referred to variously as a frame of reference, set of analytical concepts
ed data in order to complete a particular task. This is done by following certain sequential

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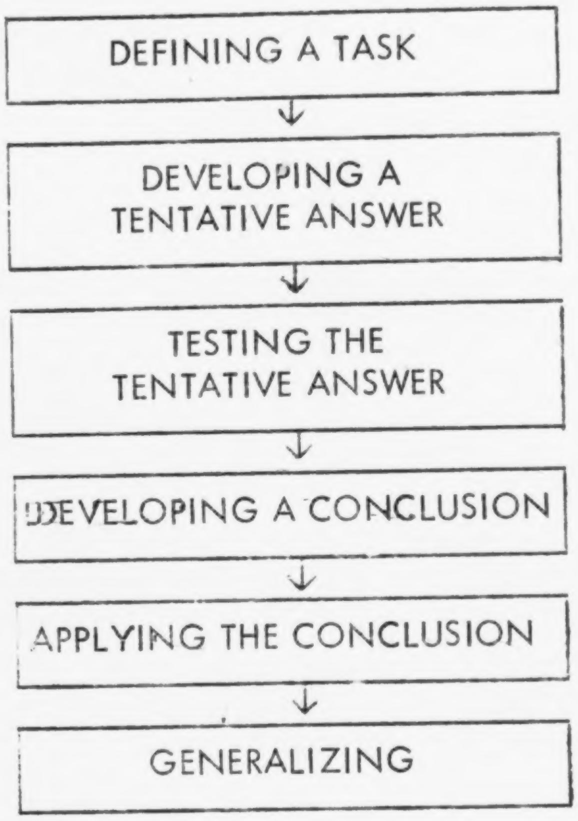
Studies—Guidelines for Teaching (Athens: Ohio University, 1968). pp. 6-8.

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does, as follows:



The method, or mode, of inquiry is not a single act but a series of compl analytical—deliberate, step-by-step-thinking and intuitive thinking—g clusions.' It includes inductive reasoning, moving from the specific to th from the general to the supporting specifics. It usually starts with a que dition and moves at varying rates of speed to some sort of a resolution.

Describing precisely how one inquires is a task not lightly undertaken. anyone can speak with finality on this. Nevertheless, certain aspects c at least, to represent the major stages of this process. Familiarity with t teaching strategy that will facilitate this way of learning and the use an associated with it.

This process is obviously much more complex than this diagram would sug three types of mental operations repeated over and over again—develop ing this hypothesis, and drawing conclusions (generalizing) on the basis process there is one ever present factor—the use of data. Consideration in the development of learning experiences based on and fostering inqui

It should be remembered, however, that inquiry is only one way, one p We learn by a variety of processes each of which is best suited to differe imitation. Sometimes memorization is the quickest way to learn an esse or a combination for a lock or a list of dates. On the other hand, some be learned best by individual inquiry instead of deliberate memorization just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly c programmer, resource person, process observer, process commentator, and adjuster.)

e learner consciously or unconsciously does, as follows:

mode, of inquiry is not a single act but a series of complicated, related acts. It involves both
iberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to con-
ludes inductive reasoning, moving from the specific to the general, and deduction—moving
to the supporting specifics. It usually starts with a question or problem or some unsettled con-
s at varying rates of speed to some sort of a resolution.

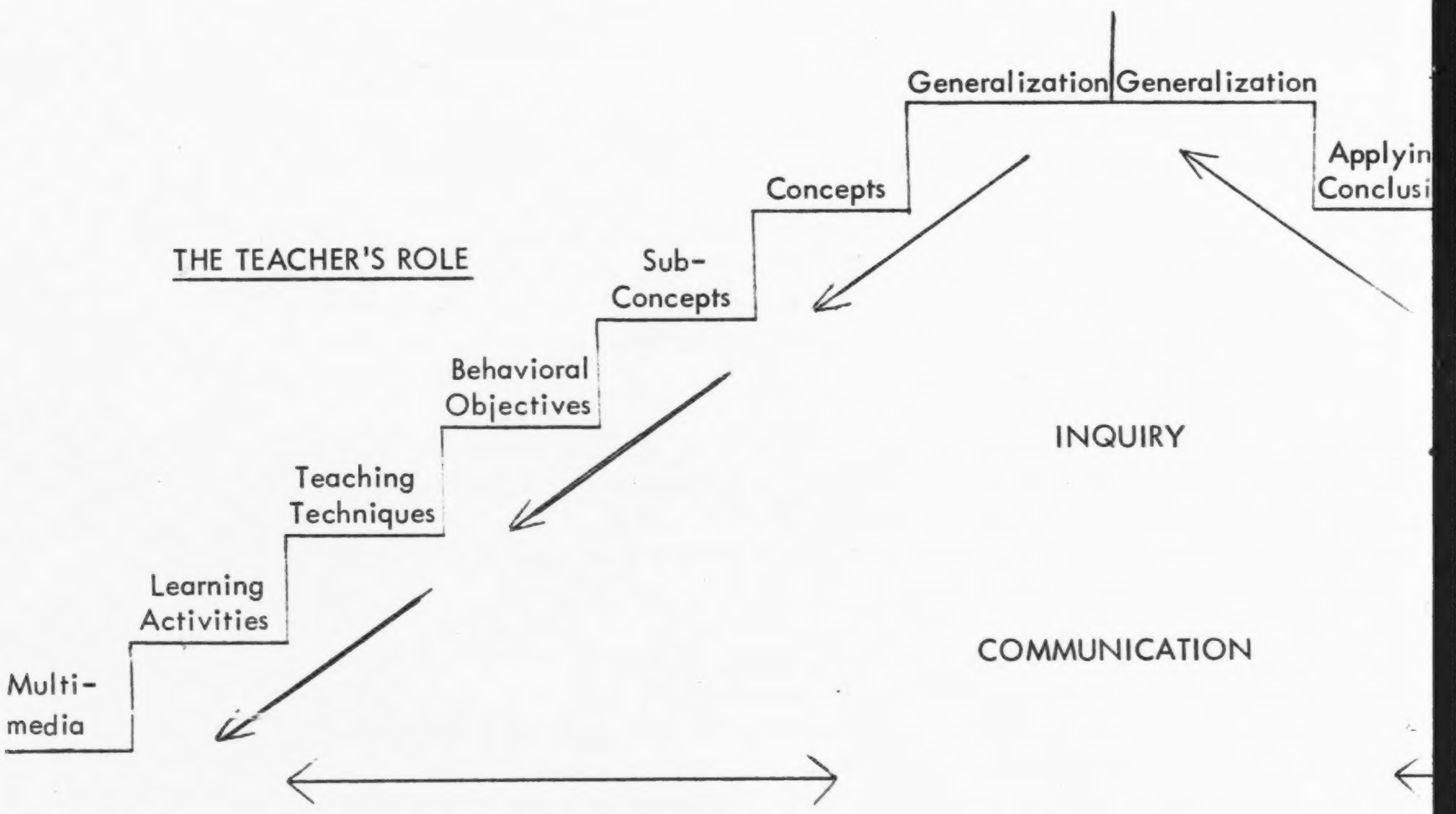
isely how one inquires is a task not lightly undertaken. Much research remains to be done before
ak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present
resent the major stages of this process. Familiarity with these stages will enable one to build a
y that will facilitate this way of learning and the use and development of the intellectual skills
it.

bviously much more complex than this diagram would suggest. In essence, however, it involves
nental operations repeated over and over again—developing a hypothesis or tentative answer, test-
esis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the
one ever present factor—the use of data. Consideration of these factors must be of prime concern
ent of learning experiences based on and fostering inquiry.

nembered, however, that inquiry is only one way, one process, of learning. It is not the only way.
ariety of processes each of which is best suited to different purposes. At times we learn best by
netimes memorization is the quickest way to learn an essential fact—a telephone number, for instance,
on for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can
by individual inquiry instead of deliberate memorization. The purpose for learning is the key to
oes about it."

sign, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer,
, process commentator, and adjuster.)

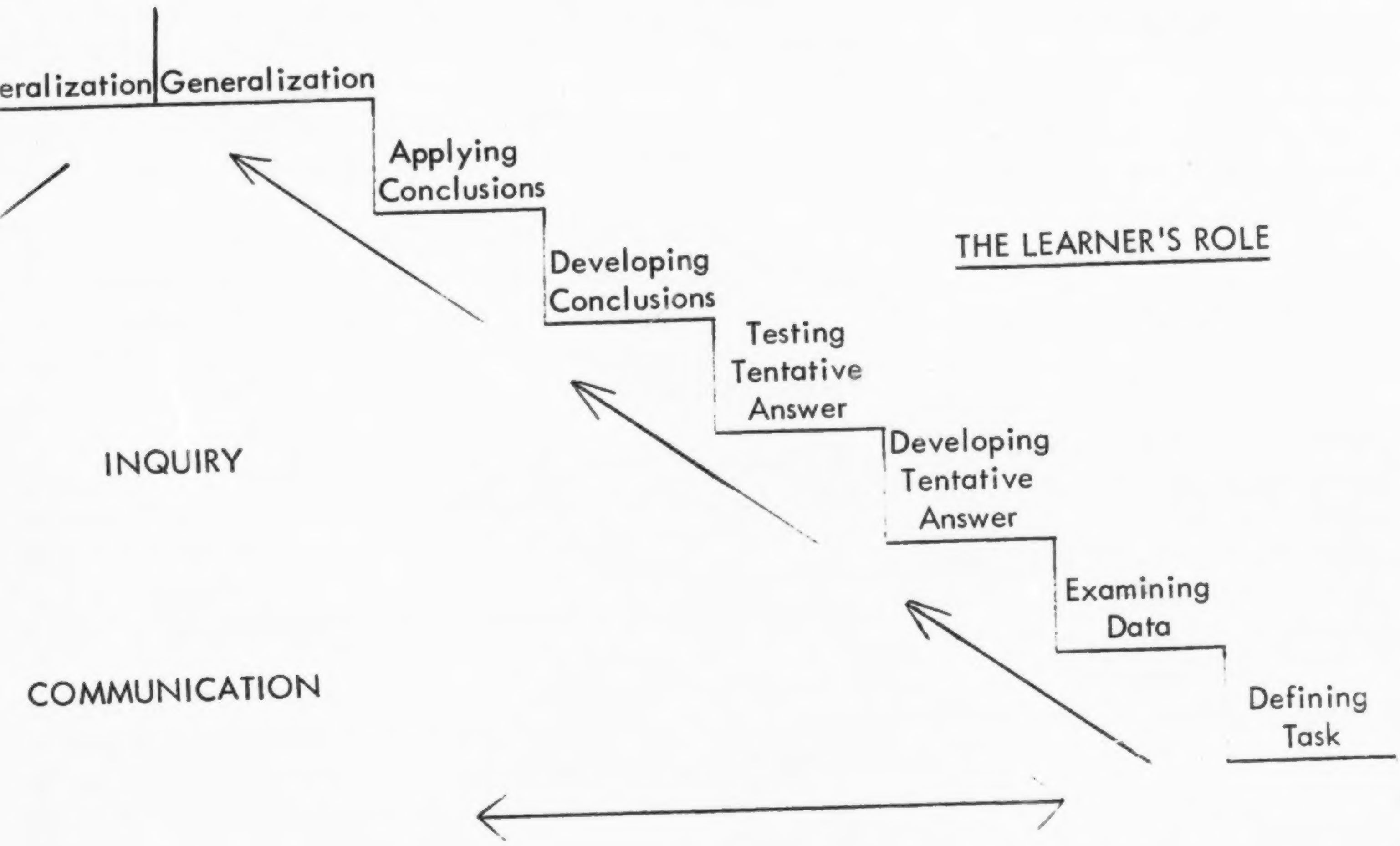
THE TEACHING-LEARNING PROCESS


THE TEACHER'S ROLE
Generalization
Generalization
Applyin
Conclusi
Concepts
Sub-
Concepts
Behavioral
Objectives
Teaching
Techniques
Learning
Activities
Multi-
media
INQUIRY
COMMUNICATION

Teachers should be aware that using the conceptual approach and discovery-inquiry meth
their students. Concepts, skills, and data now come into play as interrelated items of ce
teachers plan teaching units inwhich they make use of the generalizations, concepts, sub-
defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which th
meaning as they work with the data available in many forms of multimedia material. Skil
as progressive steps in the discovery-inquiry method.

CHING-LEARNING PROCESS


eralization
Generalization
Applying Conclusions
Developing Conclusions
Testing Tentative Answer
Developing Tentative Answer
Examining Data
Defining Task
THE LEARNER'S ROLE
INQUIRY
COMMUNICATION

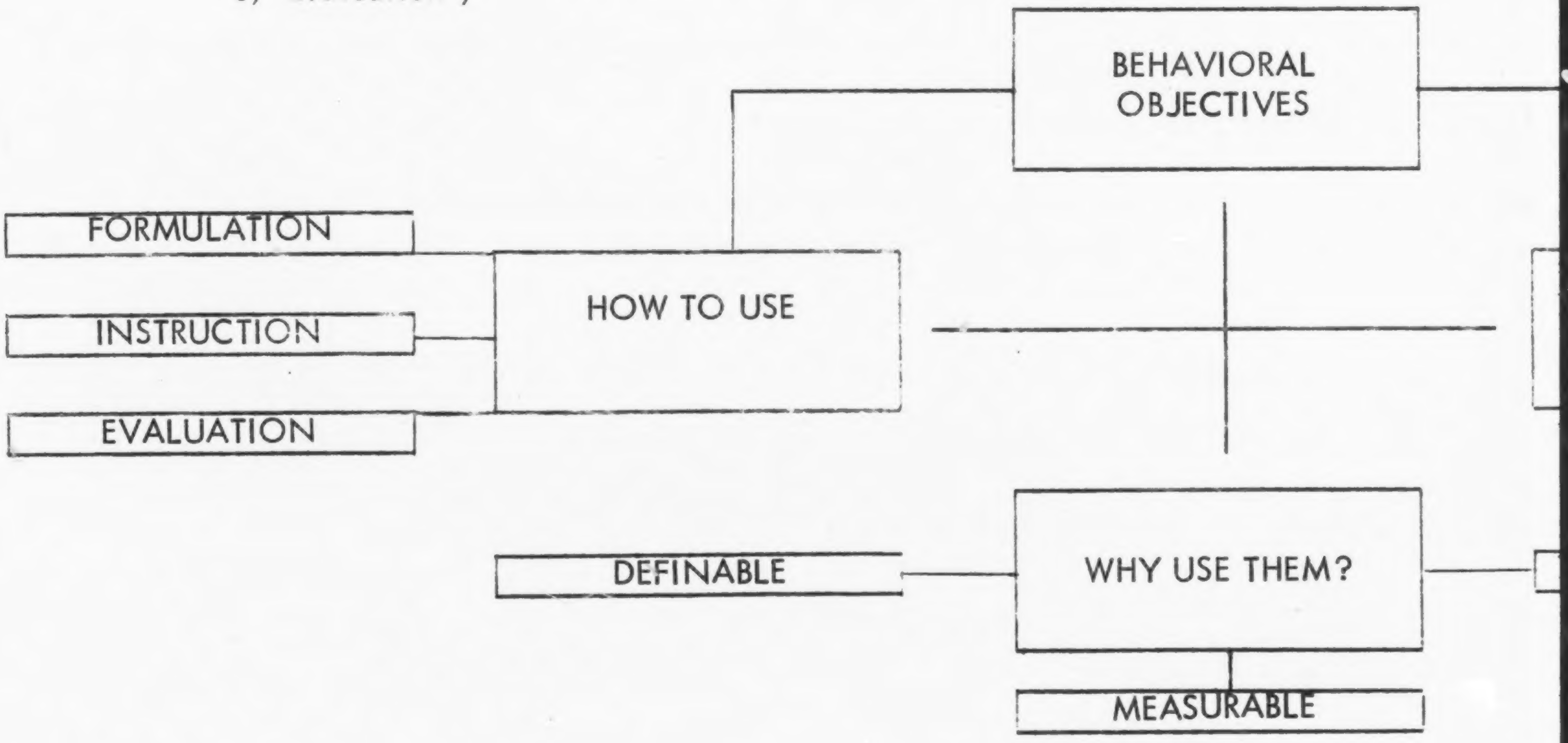
pproach and discovery-inquiry method to instruction poses a new role for them and into play as interrelated items of central concern and control. It is suggested that f the generalizations, concepts, sub-concepts, and behavioral objectives listed and

udent learning activities in which they will develop skills and acquire facts and y forms of multimedia material. Skill development levels through inquiry are seen

BEHAVIORAL OBJECTIVES

Behavioral objectives deserve an important place in the repertoire of those who teach the ne
Consider the following questions:

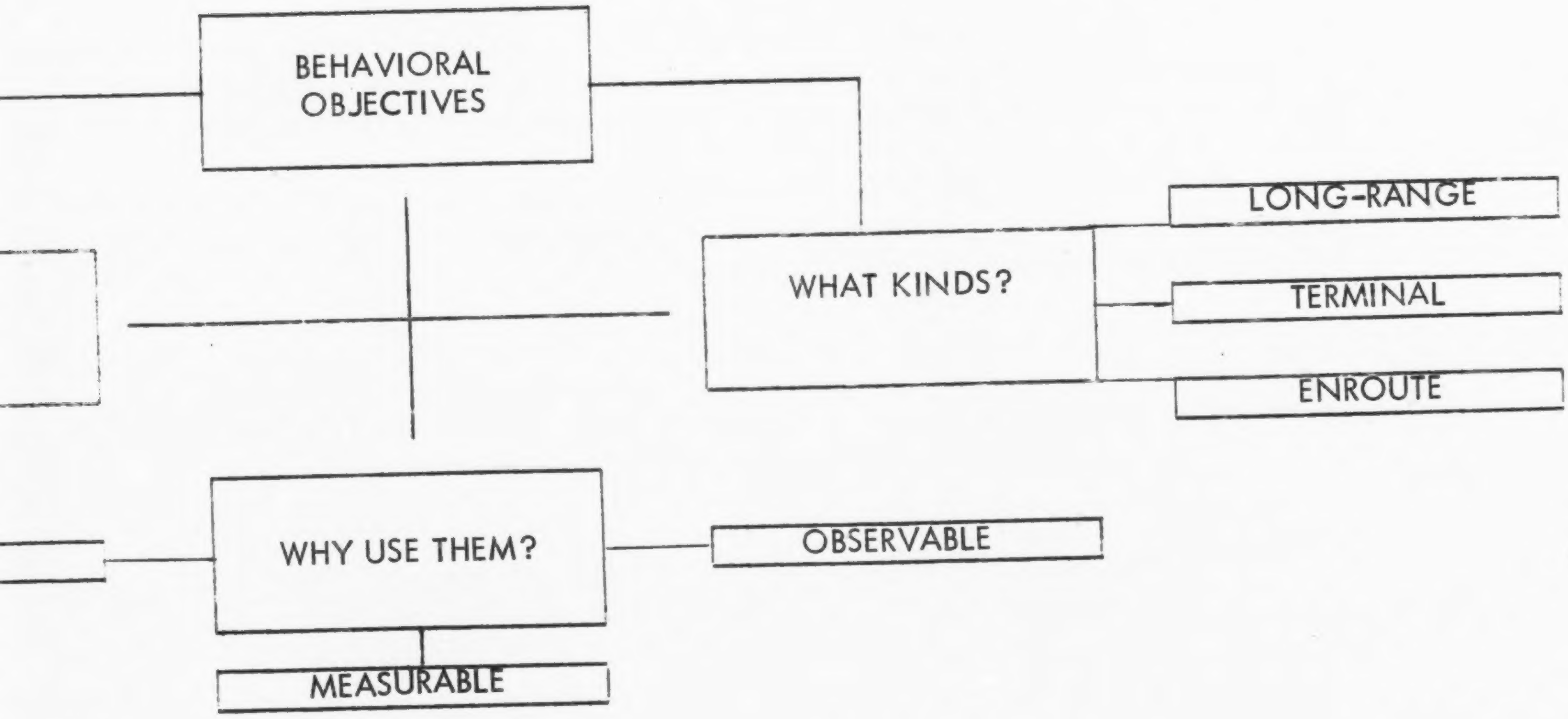
1. Why use behavioral objectives?
    a) Definable)
    b) Observable)-- Learner Behavior
    c) Measurable)
2. What are the kinds of behavioral objectives?
    a) Long-range)
    b) Terminal)-- Response/Product
    c) Enroute)
3. How does the teacher use them?
    a) Formulation)
    b) Instruction)-- Sequential Design
    c) Evaluation)


BEHAVIORAL OBJECTIVES
FORMULATION
INSTRUCTION
EVALUATION
HOW TO USE
DEFINABLE
WHY USE THEM?
MEASURABLE

BEHAVIORAL OBJECTIVES

place in the repertoire of those who teach the new social sciences.

tives?


BEHAVIORAL OBJECTIVES
WHAT KINDS?
LONG-RANGE
TERMINAL
ENROUTE
WHY USE THEM?
OBSERVABLE
MEASURABLE

LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for me
sequences of alternate actions available to him. The student develops the ability to use sci
solving tools.

   A. The student must select a topic or problem from a given body of conceptual material an
   form.
   B. He must then pose an answerable question that is not too general (e.g., What is the fu
   (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
   C. He then must formulate a written hypothesis or set of hypotheses in relation to the ques

2. The student develops the ability to locate, identify, relate, and use empirical data drawn
concepts, generalization) in the process of social inquiry and problem-solving.

   A. Given a problem or question, the student must list and defend verbally or in written fo
   equivalent, that offer material proving or disproving his hypothesis to his question.
   B. This material must be periscoped into a brief and articulate written summary by the stu

3. The student must exhibit the ability to participate in open and respectful discussion of his p
through the presentation of his question, the formulation of his hypothesis, and the develop
reacts with a critical analysis of the presentation.

LONG-RANGE OBJECTIVES

utions to the problem but proceeds to search for meaning in the problem and explores the con-
to him. The student develops the ability to use scientific and democratic processes as problem-

roblem from a given body of conceptual material and defend his interests verbally or in written

estion that is not too general (e.g., What is the function of government?) nor too specific,
vene?) that offers a rewardable in-depth study.
pothesis or set of hypotheses in relation to the question asked.

e, identify, relate, and use empirical data drawn from social and behavioral sciences (facts,
of social inquiry and problem-solving.

udent must list and defend verbally or in written form a minimum of four references, or their
ing or disproving his hypothesis to his question.
o a brief and articulate written summary by the student.

articipate in open and respectful discussion of his premise in a seminar meeting. He does this
the formulation of his hypothesis, and the development of a conclusion. His group in turn
sentation.

GUIDE FORMAT

A

GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS	BEH OB

MODEL FORMAT

B

GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGES TEACHI TECHNI

The main body of this guide is designed in a five column (A) arrangement that is intended to
a teacher would perceive the process of its utilization. In the guide format, suggested teach
are purposely omitted to allow the teacher to exercise his instructional individuality in deve
and preferences. For explicit examples of how teaching techniques and learning activities a
models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, and ultimately
in-service training, implementation, application, and evaluation. This feature is seen as ha
involved in the developmental process. This has made the guide part of their own creative e

GUIDE FORMAT

EPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA

MODEL FORMAT

-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA

a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way
ts utilization. In the guide format, suggested teaching techniques and suggested learning activities
er to exercise his instructional individuality in developing these areas to fit his own particular needs
f how teaching techniques and learning activities are developed for instructional purposes, teaching

lopmental--constantly, continually, and ultimately--drawing on the Clark County School District's
lication, and evaluation. This feature is seen as having merit in that teachers, have been personally
This has made the guide part of their own creative efforts thus stimulating more effective teaching.

GENERALIZATIONS FROM THE DISCIPLINES WITHI

Teaching social science through the use of major concepts involves an almost inherent co
structure of teaching and learning units. Therefore, it should be made clear that the gen
a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are inclu
dures and are listed under the various disciplines to which they are most closely related.

History:

1. "Continuous and Unrelenting Change Has Been a Universa
and Recorded Time." [1]
2. "History Makes Man Aware of the Possible Rather Than th
natives Concerning the Time in Which He Lives. History
Upon Which to Base Such Decisions." [2]
3. "Ideally, the Past Should Be Understood on Its Own Terms
Standards, Values, Attitudes, and Beliefs That Were Dom
Than Evaluated Exclusively by Twentieth-Century Standa
4. "Rarely Can Complex Historical Events Be Explained in Te
ship. Rather, a Study of the Past Indicates That Multipl
5. "The Record of the Past Is Irremediably Fragmentary, Sele
'Facts' Varies With the Individual Who Studies Them, ar
Terms of Its Own Needs, Aspirations, and Point of View

Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single
the Interplay of a Number of Phenomena, Both Physical
2. "The Evolution of Mankind from Isolated, Self-Sufficient
Trade, Migration, Diffusion of Ideas and Practices, and
3. "Each Culture Tends to View Its Physical Habitat Differen
Level of Technology Determine Which Elements of the La
4. "Every Region Is an Area Homogeneous in Terms of Specifi
Delimitation Is Always Based on an Intellectual Judgmen

S FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

epts involves an almost inherent contact with generalizations. They are closely related to any
t should be made clear that the generalizations listed in this guide are recognized as being only
nning by the teacher.

y the researcher. These are included as being essential to structures built for teaching proce-
hich they are most closely related.

enting Change Has Been a Universal Condition of Human Society Throughout Both Remembered
[1]

ware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter-
e Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However,
Such Decisions." [2]

uld Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the
ttitudes, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather
sively by Twentieth-Century Standards."[3]

Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation-
y of the Past Indicates That Multiple-Causation Is the Dominant Pattern." [4]

st Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical
he Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in
eds, Aspirations, and Point of View."[5]

d Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by
mber of Phenomena, Both Physical and Cultural."[6]

nkind from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More
iffusion of Ideas and Practices, and Greater Importance of Relative Location or Situation."[7]

o View Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and
Determine Which Elements of the Land Are Prized and Utilized."[8]

Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This
ays Based on an Intellectual Judgment."[9]

5. "The Character of a Place Is the Product of the Past as Well as an Interi

Economics:

1. "Every Society Has Some Kind of Economic System. This Pattern of Arr and Use of Goods and Services and Reflects the Values and Objectives

2. "All Economic Systems Are Confronted by the Problem of Relative Scarc

3. "Economic Conditions and Systems Change Over a Period of Time."[13]

4. "Every Economic System Possesses Regularities Which Make Certain Form

5. "In a Modern, Complex Economic System, Individuals Are Dependent U Needs and Wants."[15]

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups. He May Belong Differentiated by Its Structure."[16]

2. "A Society Exists in the Minds of Its Members and Occurs Only When Th Those Members. The Mere Grouping or Aggregating of People Does N

3. "Man Is a Flexible, Becoming Creature. Through the Socialization Pro in a Variety of Societies."[18]

4. "The Interdependence of Groups in a Complex Contemporary Society Se gether."[19]

5. "Every Group Is a Complex of Roles. Group Members Perform Given R pectations Associated with Those Roles. As a Member of Various Grou Roles During a Particular Period In His Life and at Various Stages in Hi

Political Science:

1. "As a minimum condition for its existence a society establishes authorit are binding on all the people, provide for the resolution of dissent, an

f a Place Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." 10

as Some Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution,
ds and Services and Reflects the Values and Objectives of the Particular Society." [11]

stems Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." [12]

tions and Systems Change Over a Period of Time." [13]

System Possesses Regularities Which Make Certain Forms of Prediction Possible." [14]

omplex Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their
ts." [15]

Animal Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be
y Its Structure." [16]

s in the Minds of Its Members and Occurs Only When There Is Communication or Interaction Among
The Mere Grouping or Aggregating of People Does Not Produce a Society." [17]

le, Becoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving
Societies." [18]

dence of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

a Complex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex-
ciated with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different
Particular Period In His Life and at Various Stages in His Development and Maturation." [20]

condition for its existence a society establishes authoritative institutions that can make decisions which
all the people, provide for the resolution of dissent, and effectively enforce basic rules." [21]

2. "The nature of a given society's political system and the nature
fundamental system of values to which the society adheres."

3. "Political ideals, values, attitudes, and institutions develop a

4. "In every society, individuals and groups disagree over some so
achieved, and over the enforcement of standards of behavior.

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs
ceives as he adapts to his world."[25]

2. "Every cultural system is an interconnected series of ideas and
generally lead to changes in other segments of the system."[26]

3. "Every human cultural system is logical and coherent in its own
available to the given community."[27]

4. "The customs and beliefs of peoples are often made more underst
relations among types of individual and group statuses and role

5. "The customs and beliefs of peoples are often made more underst
logical and cultural perspective."[29]

6. "Analysis of the implications (or 'functions') of cultural behavi
intentions of the people involved; but analysis must also be ma
(called 'latent functions') of particular acts and beliefs."[30]

7. "Study of practically any behaviors and beliefs among primitive
to understanding our own complex culture, for it appears that
response to the same fundamental human problems."[31]

8. "Explanation of human behavior is essentially one-sided and inc
cultural, social, and psychological characteristics is taken int
biophysical environment."[32]

of a given society's political system and the nature of its political behavior are closely related to the l system of values to which the society adheres."[22]

eals, values, attitudes, and institutions develop and change over time."[23]

ciety, individuals and groups disagree over some societal goals and directions, over how aims will be and over the enforcement of standards of behavior."[24]

a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and per- e adapts to his world."[25]

ral system is an interconnected series of ideas and patterns for behavior in which changes in one aspect ead to changes in other segments of the system."[26]

an cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge o the given community."[27]

s and beliefs of peoples are often made more understandable by studying them in terms of the social inter- mong types of individual and group statuses and roles in social action."[28]

s and beliefs of peoples are often made more understandable if we examine them from a combined psycho- d cultural perspective."[29]

f the implications (or 'functions') of cultural behavior must take into account the explicit beliefs and of the people involved; but analysis must also be made of the unnoticed, unintended, further consequences atent functions') of particular acts and beliefs."[30]

ractically any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance anding our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in o the same fundamental human problems."[31]

on of human behavior is essentially one-sided and incomplete unless information about man's biological, social, and psychological characteristics is taken into account, together with information about man's al environment."[32]

9. "Although the peoples of the world may be roughly (and arbitrarily) divided into differen
based on physical characteristics, there are no pure races, and probably never have been
of individuals who are intermediate in racial characteristics, so that no sharp 'boundarie
the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." [33]

10. "There is no undisputed evidence of significant differences in ability or intelligence amo
the world." [34]

11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mixing,
quently superior to their 'pure-blooded' parents in strength, stature, and other characteri
'hybrid vigor' is well known among many species of 'lower' animals and plants as well."

12. "Anthropologists (and other scientists) have discovered no human biological characteristi
experiences and environmental conditions. Conversely, no human characteristics of thou
as unaffected by genetically inherited biological factors." [36]

13. "Practically all the significant differences in behavior among human populations (includi
intelligence, and other psychological characteristics) are understandable as learned cult
biologically inherited characteristics." [37]

world may be roughly (and arbitrarily) divided into different 'races,' or major groups, stics, there are no pure races, and probably never have been. There are large numbers ediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating and 'Mongoloid' peoples." 33

ence of significant differences in ability or intelligence among major racial groupings of

ely held, individuals who are the products of racial 'mixing,' or interbreeding, are fre- e-blooded' parents in strength, stature, and other characteristics. This phenomenon of among many species of 'lower' animals and plants as well." 35

scientists) have discovered no human biological characteristics that are unaffected by life tal conditions. Conversely, no human characteristics of thought or action can be regarded inherited biological factors." 36

ant differences in behavior among human populations (including expression of attitudes, hological characteristics) are understandable as learned cultural patterns rather than cteristics." 37

FOOTNOTES

[1] Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

[2] Ibid., p. 110.

[3] Ibid., p. 120.

[4] Ibid., p. 131.

[5] Ibid., p. 139.

[6] Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

[7] Ibid., p. 86.

[8] Ibid., p. 92.

[9] Ibid., p. 98.

[10] Ibid., p. 105.

[11] Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

[12] Ibid., p. 115.

[13] Ibid., p. 129.

[14] Ibid., p. 142.

[15] Ibid., p. 155.

[16] Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

[17] Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

[18] Ibid., p. 79.

[19] Ibid., p. 86.

[20] Ibid., p. 93.

[21] Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[22] Ibid., p. 91.

[23] Ibid., p. 97.

[24] Ibid., p. 105.

[25] Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

[26] Ibid., p. 70.

[27] Ibid., p. 71.

[28] Ibid., p. 73.

[29] Ibid., p. 74.

[30] Ibid.

[31] Ibid., p. 75.

[32] Ibid.

[33] Ibid., p. 76.

[34] Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[35] Ibid.

[36] Ibid.

[37] Ibid.

MAJOR SOCIAL SCIENCE CONC
DESCRIPTIONS OF CONCEP

A. Substantive: Concepts that deal with recall on recognition of ideas from phenome

1. Sovereignty of the Nation-State in the Community of Nations:
   Contrary to popular belief that nations are as old as recorded history, the nat
   since the sixteenth century. Having gone through periods of steady developm
   are now going through a period of giving-way of sovereignty to a role of inte
   take certain actions without consideration of the wishes of other states.

2. Conflict--Its Origin, Expression, and Resolution:
   Conflict is characteristic of the growth and development of individuals and o
   to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:
   If one were to attempt a description of the most important social trends in the
   development and the movement of populations to the cities would be an intel

4. Secularization:
   Early man attributed all his blessings, travails, and disasters to the gods. By
   supreme in all the affairs of men. The development of the nation-state, new
   oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:
   Compromise and adjustment are the keys to successfully facing political, eco
   faces the need to compromise and adjust to his physical as well as to his socia

6. Comparative Advantage:
   Students should understand this concept in order to appreciate the need for lo
   conflicts of any nature arise, there often comes a time when advantages must
   total conformity by an opposing force. Without an understanding of this conc
   no one ever does achieve "total victory."

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* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse Unive

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

ecall on recognition of ideas from phenomena within the social sciences.

n the Community of Nations:
tions are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged
ng gone through periods of steady development, they reached a peak in the twentieth century and
giving-way of sovereignty to a role of interdependence in which states feel they must not under-
deration of the wishes of other states.

and Resolution:
owth and development of individuals and of civilization as a whole. Society is constantly pressured

n Syndrome:
on of the most important social trends in the world today, the inclusion of the quest for industrial
populations to the cities would be an intellectual mandate.

ngs, travails, and disasters to the gods. By the Middle Ages the universal church was considered
The development of the nation-state, new cities, and industries changed all that to a more secular
nd beliefs.

e keys to successfully facing political, economic, social, and religious change and conflict. Man
adjust to his physical as well as to his social surroundings.

ncept in order to appreciate the need for long-range consideration of goals and methods. When
re often comes a time when advantages must be weighed because of the impossibility of assuring
orce. Without an understanding of this concept, a citizen is ill-equipped to face a world in which
victory."

for Social Studies (Syracuse: Syracuse University, 1965).

CONCEPTS (con't)

7. Power:
Power is a relationship by which one individual or group can take action that affec
as both a goal and an instrument for achieving that goal. No student can fulfill hi
the procedure of a democracy without being aware of this concept.

8. Morality and Choice:
Any student who proposes to go through life having all decisions made for him is an
To be more than a robot or a nonhuman animal, the citizen must deliberate upon d
effecting these decisions. Moreover, he must abide by his choices once they have

9. Scarcity:
This concept refers to the fact that there is a limit to any nation's economic potent
most of its potential. Scarcity is a reference both to physical limitations and to li
of a society.

10. Input and Output:
Input refers to those productive resources furnished by persons in producing a produ
(goods and services) produced for sale during a period of time, measured accordin
The student should expect that his reward in terms of consumption will be based lar

11. Savings:
This concept is concerned with the effects of claims (savings) on the American eco
corporation, individual, or government is someone else's savings and the relationsh
instability of a system is important to any discussion of inflation or recession. Stud
of saving by one unit to the claims on another unit, if they are to intelligently parti
productive adults.

12. The Modified Market Economy:
Students should understand the free private function of the entrepreneur, the growi
source of capital (loans and grants), and the effect of this increasing role of the g
enterprise market economy. Included should be an understanding of the position o
of price, cost, monopoly, competition, supply, and demand.

CONCEPTS (con't)

ne individual or group can take action that affects the behavior of another. It must be seen
or achieving that goal. No student can fulfill his potential role as a citizen participating in
hout being aware of this concept.

rough life having all decisions made for him is an ideal future citizen for a totalitarian state.
uman animal, the citizen must deliberate upon decisions and participate in both making and
er, he must abide by his choices once they have been made.

t there is a limit to any nation's economic potential and that a successful nation ought to get the
a reference both to physical limitations and to limitations relative to the wants of the people

esources furnished by persons in producing a product. Output means all the products
or sale during a period of time, measured according to how much money is paid for these by buyers.
s reward in terms of consumption will be based largely on his value as a producer.

e effects of claims (savings) on the American economy and the rest of the world. The debt of a
rnment is someone else's savings and the relationship of this situation to the stability or
nt to any discussion of inflation or recession. Students must be cognizant of the relationships
ns on another unit,if they are to intelligently participate in maintaining economic stability as

ee private function of the entrepreneur, the growing rate of government as a market and as a
ts), and the effect of this increasing role of the government in modifying the free private
luded should be an understanding of the position of producer and consumer and the functions
etition, supply, and demand.

CONCEPTS (con't)

(con't)
It is important for students to comprehend and weigh the values of freedom of economics and socia
limitations of these freedoms that justify themselves by professing to strengthen and support the rem

13. Habitat and Its Significance:
Without interference of man, ecosystems are produced by areal associations of interconnected phy
involves five groups of physical and biotic processes: (1) surface features, (2) climate, (3) water
Habitat provides the natural surrounding of man's occupancy of the earth. It is of the utmost impo
concept regarding the significance of man to the features of habitat. The student should not go o
and his culture are determined by physical surroundings and that he cannot alter it.

14. Culture:
Culture refers to a way of living that any society develops to meet its fundamental needs for survi
the ordering of social organizations; learned modes of behavior, knowledge, beliefs; and all othe
human association. Culture then is man's contribution to his environment. An understanding of
in a sea of culture from birth to death, may help many young people to appreciate the relationshi
themselves as individuals.

15. Institution:
This is an organized way of doing something. It is a formal, recognized, established, and stabili
social activity. Institutions have been described as complex clusters of cultural meanings, norms
by a high degree of organization and permanence and revolving about at least one major human n
our society is in some manner directed in his activities by our institutions, it is important to learn
how they affect us.

16. Social Control:
This concept deals with the mechanisms by which society exercises its dominance over componen
to its norms. Included as mechanisms are taboos, mores, customs, and laws. Students should be
social controls at all levels of society.

CONCEPTS (con't)

ehend and weigh the values of freedom of economics and social action against modifications or
stify themselves by professing to strengthen and support the remaining freedoms.

stems are produced by areal associations of interconnected physical and biotic processes. It
biotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.
nding of man's occupancy of the earth. It is of the utmost importance then to develop a valid
of man to the features of habitat. The student should not go out in life believing all his actions
hysical surroundings and that he cannot alter it.

at any society develops to meet its fundamental needs for survival; perpetuation of the species;
s; learned modes of behavior, knowledge, beliefs; and all other activities that are developed in
man's contribution to his environment. An understanding of each individual as a part, immersed
ath, may help many young people to appreciate the relationship of the society around them to

omething. It is a formal, recognized, established, and stabilized way of pursuing some major
een described as complex clusters of cultural meanings, norms, values, and behavior characterized
nd permanence and revolving about at least one major human need. Because every individual in
ted in his activities by our institutions, it is important to learn how they become established and

nisms by which society exercises its dominance over component individuals and enforces conformity
sms are taboos, mores, customs, and laws. Students should be aware of the need and existence of
ety.

CONCEPTS (con't)

17. Social Change:
Change is a neutral process. It may be progress or decline, depending on the perspective of th change at a more rapid rate than do other societies. There is probably no one factor or consist responsible for all social change in all societies. Contact between cultures or the interaction goods with a culture often results in a modification of knowledge, attitudes, and skills of the

18. Interaction:
Within a given social system, the interaction of individuals and groups follows certain commo can be found in all social systems. Two general types of interaction - competition and cooper specific forms of interaction. The basis of all human interaction is found in social systems. T a part of a total conceptual picture that includes culture, society, social control, and social

B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

1. Dignity of Man:
Dignity is defined as worth or merit. Human dignity should imply to every citizen the worth o worth that exists because the individual exists, and not because of his achievements. It can b would respect the dignity of all other men.

2. Empathy:
The Dictionary of Social Sciences defines empathy as the ability to understand others through own experience and behavior. Empathy has been referred to as "putting one's self in the othe

3. Loyalty:
Loyalty is the willing devotion of an individual to a cause greater than himself, as represente process. In the development of the concept of loyalty, one is as concerned with the more sop processes and ideas as he is to individuals or states. Process refers to those who are employed cultural values of a given society.

4. Government by Consent of the Governed:
Government is the creation of man to secure the rights of the individual to safety, tranquility, Whenever government fails to secure these rights, the people may alter it to make it a more ef will.

CONCEPTS (con't)

ss. It may be progress or decline, depending on the perspective of the observer. Some societies
te than do other societies. There is probably no one factor or consistent set of factors that is
change in all societies. Contact between cultures or the interactions of new ideas or material
results in a modification of knowledge, attitudes, and skills of the people.

tem, the interaction of individuals and groups follows certain common types or forms. These forms
systems. Two general types of interaction - competition and cooperation - include all the more
ion. The basis of all human interaction is found in social systems. This specific concept becomes
al picture that includes culture, society, social control, and social change.

questions of attitude, beliefs, and principles.

th or merit. Human dignity should imply to every citizen the worth of all individuals. This is
the individual exists, and not because of his achievements. It can be expected that most men
of all other men.

Sciences defines empathy as the ability to understand others through being able to call out in one's
vior. Empathy has been referred to as "putting one's self in the other man's shoes."

votion of an individual to a cause greater than himself, as represented by an institution, idea, or
ment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
is to individuals or states. Process refers to those who are employed to achieve as ends the other
n society.

of the Governed:
ion of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
ils to secure these rights, the people may alter it to make it a more effective instrument of their

CONCEPTS (con't)

5. Freedom and Equality:
Freedom refers to the relative absence of perceived external restraints on individual behavior.
has come to mean equality before law, equal access to suffrage, and equality of opportunity.
may mean chaos and equality may become the tyranny of the majority.

C. Method: Concepts that deal with techniques, skills, and aspects used in obtaining information. They
concepts that cross the lines of all the social science disciplines.

1. Historical Method and Point of View:
Historical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis,
facts, evaluation of facts, interpretation, chronology, and causal relationships.

2. The Geographical Approach:
Geography is the field of learning that undertakes to develop concepts based on the chronologic
attention is focused on the areal association of things and events of unlike origin and on the int
and events that are thus associated. The distinctive purpose of geographic study is to develop
action of things and events related to unlike processes that are associated with particular areas.
has examined the interaction between man and his habitat. Equally significant are the studies
diverse cultural processes or among physical and biotic phenomena. Geography seeks understan
sequences of differences from place to place on the earth.

3. Causation:
In the teaching of the causation concept, we aim to develop a method of thinking as well as un
effects around us. Causation, as an aspect of method, should be integrated with the substance

D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are not identified
are envisioned as inevitable skills coming into focus as inquiry me
approaches are utilized.

1. Observation, Classification, and Measurement
2. Analysis and Synthesis
3. Questions and Answers
4. Objectivity
5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CONCEPTS (con't)

sence of perceived external restraints on individual behavior. In the western world, equality e law, equal access to suffrage, and equality of opportunity. Taken to extremes, freedom y become the tyranny of the majority.

niques, skills, and aspects used in obtaining information. They are broader methodological of all the social science disciplines.

View:
and dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of pretation, chronology, and causal relationships.

ng that undertakes to develop concepts based on the chronological principle. In this field, association of things and events of unlike origin and on the interconnections among things ted. The distinctive purpose of geographic study is to develop concepts regarding the inter- ted to unlike processes that are associated with particular areas. Traditionally, geography tween man and his habitat. Equally significant are the studies of the interaction among ong physical and biotic phenomena. Geography seeks understanding of the causes and con- ace to place on the earth.

concept, we aim to develop a method of thinking as well as understanding of causes and s an aspect of method, should be integrated with the substance of several disciplines.

hese eight techniques of skills and/or behavior are not identified as concepts as such. They re envisioned as inevitable skills coming into focus as inquiry methods and conceptual pproaches are utilized.

, and Measurement

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION CC

AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the socia
guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on
social science disciplines, and the use of multimedia. Since we accept the product of their e
traditional textbook oriented teacher exposition method, we feel it behooves us to make an eq
lect media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the dev
guideline the generalizations and concepts set down by the curriculum committee in their curr

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desir
new approach in the social sciences. To facilitate this, we will present the concepts and gen
tatives and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their represent
the traditional media and vow to join with our colleagues from other parts of the country to as
media.

The following list of multimedia is presented as a total package. Teachers are to be aware th
selected for use from any or all of the various disciplines. Teachers and principals should joi

The areas of breakdown within the package are self-explanatory. Such areas as films, filmstr
Several new definitions are presented in relationship to textbook materials. The following ar

Standard Focal Reference Guides are materials usually compiled in a single volume that give
materials are not limited to a single concept. They represent a basis of sophistication from w
on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an a

Although the committee did review numerous ITV programs, none were recommended. It was
station produce local programs that would better correlate with the new social science progra
tise is available for this.

CLARK COUNTY SCHOOL DISTRICT
OCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These
and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the
ltimedia. Since we accept the product of their efforts and recognize it as a radical departure from the
ion method, we feel it behooves us to make an equally radical departure in establishing guidelines to se-
ram.

nend those materials designed to enhance the development of the aforementioned program using as our
et down by the curriculum committee in their curriculum guide.

red to meet our needs to the extent that we desire, we will select those materials most applicable to this
ilitate this, we will present the concepts and generalizations to the various companies and their represen-
o the conceptual areas.

g companies, directly and through their representatives, the measure of impatience that we harbor with
ur colleagues from other parts of the country to assist publishers in finding new directions in social science

as a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be
s disciplines. Teachers and principals should jointly make this decision, if possible.

are self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature.
tionship to textbook materials. The following are these definitions:

als usually compiled in a single volume that give a broad view of the mainstreams of social science. These
. They represent a basis of sophistication from which the student is led to a higher level of sophistication

hich the student and teacher may delve into an area of research.

s ITV programs, none were recommended. It was the decision of the committee that the District television
etter correlate with the new social science program in Clark County. It was felt that local teacher exper-

	GENERALIZATION	CONCEPTS	SUB-CONCEPTS
JUNIOR HIGH MODEL HISTORY Vehicles Comparative Studies: Factories and Cities Emerge	Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.	I. Social change	A. Change is a neutral process. H progress or decline.
			B. Some societies change at a mo rapid rate of progress than oth
			C. There are many causes for soci change. (1) contact between (2) the interaction of new idea materials within a culture, (3) development of modern means communication and transportat and (4) innovation as a means meeting the challenge of soci economic, and political probl

	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
ge	A. Change is a neutral process. It may progress or decline.	A. The student will demonstrate his knowledge and understanding of the changes that occurred in Colonial New England village life by describing the growth of farming as an occupation in Colonial New England and considering soil, climate, productivity, and prosperity.
	B. Some societies change at a more rapid rate of progress than others.	B. The student will write an essay describing the reasons for the rapid growth of Colonial New England as compared to the slow growth of the Southern Colonies.
	C. There are many causes for social change. (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, (3) the development of modern means of communication and transportation, and (4) innovation as a means of meeting the challenge of social, economic, and political problems.	C. The student will list the ways the New England Colonists were influenced by the nearby Indian tribes and the ways the Indians were influenced by the colonists.

CONCEPTS	SUB-CONCEPTS	
II. Industrialization-urbanization syndrome	A. Historically, the process of industrialization is a product of technical advance.	A. The student will presen craftsmanship, working machine, factory-base ship, interest and/or sa equipment, income, in security.)
	B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.	B. The student will respon did manufacturing get s (3) What industry starte England factories. (5) D
	C. Industrialization has provided new jobs and new ways of acquiring wealth. People who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.	C. The student will describ in New England, inclu workers.
	D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.	D. The student will list at l cities and give a possib
	E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.	E. The student will explai attracted to New Engla

	BEHAVIORAL OBJECTIVES
ialization is se and effect. ew commercial eral great nent of popu-	A. The student will present a written report contrasting a New Englander skilled in craftsmanship, working in a home-based craft, to a New Englander working at a machine, factory-based manufacturing enterprise. (Compare pride in workmanship, interest and/or satisfaction in his work, ownership of tools, products and equipment, income, independence and/or freedom of action, and economic security.)
jobs and new who lived from ir positions	B. The student will respond orally or in writing to the following: (1) When and how did manufacturing get started in New England? (2) By whom was it started? (3) What industry started it? (4) Describe working conditions in the early New England factories. (5) Describe the workers.
ustrial complex,	C. The student will describe in a written report the development of manufacturing in New England, including a description of the early working conditions and workers.
ns with their cpportunities migration. oting of	D. The student will list at least five problems that were created by the growth of cities and give a possible solution to each.
gave rise to and class -urbanization despair to man- d posed many	E. The student will explain in writing why the newly arrived immigrants were attracted to New England as a place to settle.

CONCEPTS	SUB-CONCEPTS	
III. Compromise and adjustment	A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.	A. The student will st gers, and the own England.
	B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.	B. The student will,de made by the subsis and factory worke houses, furniture,
	C. Each culture is only a small part of a product of its own invention and discovery; it is a result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.	C. The student will na during the colonia
	D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.	D. The student will (1 or country by origi economic status at country (This may adjustments the im minutes, explain th orally in five minu

S	BEHAVIORAL OBJECTIVES
e the keys to suc- nomic, social, flict.	A. The student will state in written form how shipbuilding, shipping cargo and passengers, and the owning and operating of ships fit into the life of the people in New England.
mise and adjust to his olitical, and	B. The student will,describe,in writing the historical facts surrounding the adjustments made by the subsistence farmer, the New England merchant, fisherman, seaman, and factory worker. The historical facts should include facts pertaining to houses, furniture, food, clothing, and family life.
art of a product of ry; it is a result of Survival depends compromise.	C. The student will name four regions that were developed by the early settlers during the colonial period.
mise and adjustment cept and not interpret rrender.	D. The student will (1) tell the immigration story orally, including facts on region or country by origin, social stock, numbers, where in America they settled, economic status at time of arrival, and kinds of jobs or work they pursued in this country (This may be done in written form on a chart); (2) make a list of five adjustments the immigrants faced here in the New World; (3) orally, in three minutes, explain the purpose of a New England town meeting; and (4) explain orally in five minutes the safety valve theory of America's frontier.

TO THE TEACHER:

The teaching procedure described below is deliberately untraditional. This procedure is aimed at usi
sis on developing critical thinking skills in students. The process here involves the use of multimedi
history although it is the major vehicle toward which instructional material has been oriented.

It should be clearly pointed out that utilization of instructional staff, time, and class-size componen
experiences: (1) team-teacher lectures to 180 students for one hour, once a week; (2) students on in
film and filmstrip labs scheduled on a daily program; (3) students in small group discussions of 15 stu

At this point, some emphasis should be placed on learning through discussion. This is a relatively ne
planned and thoroughly organized.

The teacher's role in the small group discussion method is changing. The teacher is seen basically as
commentator.

The teaching procedures for this unit consist of three aspects of learning on the part of the student.

1. Lecture: Presents an overall view of the subject matter.
    - A. Technology changes things in New England and elsewhere.
        1. New machines in textile production, e.g., Samuel Slater's mill.
        2. Use of water power.
        3. Factory-based machines supplant home-based crafts.
        4. New kinds of machines like power boats, trains, and automobiles appear. As a result, c
    - B. The "pull" of the city begins to deplete small, unproductive farms.
        1. Money in the pocket weekly in the form of wages has irresistible appeal in contrast to so
        2. New jobs beckon as factories increase in size and number. The pattern of New England
        3. Commerce becomes the fellow traveler of industry.
        4. Farming all but disappears in the Northeast as a major occupation. The problem of city
        5. Immigrants respond to new job opportunities in the cities of the Northeast.
    - C. The immigration story--geographic, economic, cultural, ethnic, size, and time.
        1. Results of immigration are interaction and conflict, class hatred, and adjustments.
        2. Manufacturing supplants agriculture as the major economic base of the Northeast.
        3. Cities contain a built-in labor force. There are also built-in consumers and customers fo
        4. City dwellers make demands for wages, goods, and services that develop consumer patte
        5. New policies are necessary to cope with this new organized society.

UGGESTED TEACHING TECHNIQUES

onal. This procedure is aimed at using a conceptual approach and a discovery-inquiry method with empha
s here involves the use of multimedia and the disciplines within the social sciences. It is not limited to
al material has been oriented.

staff, time, and class-size components should be arranged in such a way as to facilitate the following
our, once a week; (2) students on independent study and research in the resource centers, libraries, and
ts in small group discussions of 15 students or less for one hour, once a week.

iscussion. This is a relatively new and effective aspect of instruction, especially when it is well

ing. The teacher is seen basically as a programmer, process observer, resource person, and process

learning on the part of the student.

re.
Slater's mill.

.
d automobiles appear. As a result, cities grow and patterns of city life begin to emerge.

ctive farms.
as irresistible appeal in contrast to some money at harvest time of a given year.
umber. The pattern of New England industrialization appears.

jor occupation. The problem of city life grows as cities grow.
cities of the Northeast.
l, ethnic, size, and time.
, class hatred, and adjustments.
conomic base of the Northeast.
so built-in consumers and customers for the market place.
services that develop consumer patterns.
organized society.

D. Citizens begin to search for meaning, status, and security in urbana.
   1. The farmer develops some nostalgia about his former way of life--the agrarian society he once kn
   2. A job is the new equation of security for citizens. Workers and their families are exploited on th
   3. Unrest and disillusion drive some farmers to new lands in the West.
   4. A few farmers still cling to the farm as a way of life. Subsistence farming still exists. Nature p their works. Rural independence and self-sufficiency are treasured as opposed to urban dependen
   5. Search for status and security by the great mass of people has degrees of mixed success and uncer

E. Manufacturing is encouraged by the government.
   1. Government responds to tariff demands and is unresponsive to the needs of farming.
   2. Americans begin to look to the government for action to provide controls, services, and directio
   3. The tariff and interests abroad overshadow some domestic issues.
   4. Government gradually responds to matters of public interest.
   5. Government's role expands to help business and industry, workers, and consumers.

II. Student research: Students engage in research and independent study to obtain facts related to all materi view.

III. Small group discussions: An opportunity for students to maximize learning through discussions. Matters to be considered and programmed into this process include: (1) class size; (2) rotation of leaders rather than on pupils' opinions; (4) base discussions on the major concepts and sub-concepts; (5) orient st participation by all; (6) emphasize that all students are to come prepared; (7) provide a preparation work of individual and group performance, (9) encourage postponement of opinions until author's message open expression of individual and group opinions on the material, and (10) students should interact, inte practical application of the material covered.

GGESTED TEACHING TECHNIQUES

in urbana.
ay of life--the agrarian society he once knew.
orkers and their families are exploited on the industrial frontier.
in the West.
Subsistence farming still exists. Nature philosophers such as Thoreau and Emerson react to the trends in
are treasured as opposed to urban dependence and interdependence.
ople has degrees of mixed success and uncertainty.

nsive to the needs of farming.
to provide controls, services, and direction.
stic issues.
nterest.
try, workers, and consumers.

nt study to obtain facts related to all material presented in the lectures and obtain divergent points of

ize learning through discussions.
lude: (1) class size, (2) rotation of leadership roles; (3) emphasis on lesson subject matter to be learned
ajor concepts and sub-concepts; (5) orient students in the discussion process so as to elicit free and easy
me prepared; (7) provide a preparation worksheet for each student; (8) provide for effective evaluation
ponement of opinions until author's message is first treated objectively then encourage and promote full
rial, and (10) students should interact, internalize, and personalize while seeking the relevance and

SUGGESTED LEARNING ACTIVITIES

1. Recognize and state a problem from data. For example: (a) The tariff was a problem; and (b) The
2. Write and/or ask relevant questions about the problem.
3. Write a tentative hypothesis.
4. Probe for symptoms of the problem.
5. Investigate to determine the aspects of the problem.
6. Study the scope of the problem.
7. Study the cause or causes of the problem.
8. Speculate as to some possible solutions to the problem.
9. Students search for facts, examples, case studies, patterns, and other pertinent data.
10. Students look for supporting evidence related to the problem.
11. Students classify data, patterns, trends, events, cycles, contrasts, and similarities.
12. Students organize notes, structures, and outlines.
13. Students analyze and interpret their accumulated data.
14. Students evaluate and test the hypothesis in relation to the data.
15. Modify or restate the hypothesis not supported by the data.
16. Write a research paper about the problem.
17. State a generalization.
18. Formulate tentative conclusions and concepts that will be defended under inquisition by classmates.
19. Students will present and exchange views concerning their chosen problems for research in the small
20. Students may be scheduled, one at a time, in small group sessions in which each presents and defen
21. Students' peers may try to debate against each others' positions and hypotheses.
22. Student under fire must defend his position and conclusions and make his generalization as he attemp

SUGGESTED LEARNING ACTIVITIES

(a) The tariff was a problem; and (b) The tariff benefited the North and was a detriment to the South.

s, and other pertinent data.
em.
contrasts, and similarities.

e data.
a.

e defended under inquisition by classmates.
ir chosen problems for research in the small group discussion sessions.
p sessions in which each presents and defends his hypothesis, findings, and conclusions.
sitions and hypotheses.
ns and make his generalization as he attempts to narrow down the overall problem.

SUGGESTED MULTIMEDIA

FILMS

"Pilgrim Adventure"
"Colonial Life and Crafts"
"Colonial Life in New England"
"Colonial Shipbuilding and Sea Trade"
"Colonial Life in the South"
"Indians of Early America"
"Pioneer Journey Across the Appalachians"
"Pioneer Trains, Indian Lore, and Bird Life of the Plains"
"Beginnings and Growth of Industrial America"
"The Westward Movement: Settlers of the Old Northwest Territory"
"The Meaning of the Industrial Revolution"

FILMSTRIPS

"Early Settlers of New England"
"Cowboys, Homesteaders, and Outlaws"
"The Cradle of American Industry"
"Coming of the Machine"
"Life In a New England Town"
"Occupations and Amusements of the Colonists"
"We Learned From the Indians"

BOOKS

The Free an
  Graff, H
One Nation
  Heller-P
  pp. 16-2
This Is Amer
  Wilder,
Comparative
  Fenton,
Comparative
  Fenton,
Major Conc
  Price, R

SUGGESTED MULTIMEDIA

ILMSTRIPS

ettlers of New England"
s, Homesteaders, and
ws"
dle of American Industry"
of the Machine"
a New England Town"
ations and Amusements of the
ists"
rned From the Indians"

BOOKS

The Free and the Brave,
Graff, Henry F., Chapters 7-10.
One Nation Indivisible,
Heller-Potter, Chapters 2 & 3, pp. 16-22.
This Is America's Story,
Wilder, Ludlum, & Brown
Comparative Economics,
Fenton, Edwin
Comparative Political Systems,
Fenton, Edwin
Major Concepts for Social Studies,
Price, Roy A., pp. 9, 10, & 17

OTHER

"New York Times Student Weekly" Junior High Edition, current issues

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY HISTORY Level 7 Vehicles The Great Basin Geography & Man's Environment Civic Privileges & Responsibilities	Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.	Institution	A. Every ins B. The thre on indivi C. Institutio D. Every ma specifica
		Causation	A. There is B. Causatio standing C. Cause a operatio enough may brin as the se D. The fac to be ba

N	CONCEPTS	SUB-CONCEPTS
	Institution	A. Every institution has statutes and special roles. B. The three primary institutions in American society have different effects on individuals within the society. C. Institutions are creations that developed from needs of human beings. D. Every major institution must have organization and a code of norms and specifications.
ting ersal iety bered	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student will demonstrate his understanding of man's use of priority lists by ranking in order of pre A family of four with a budget that permits a $60 non-budget expenditure has to decide on the purch use the money for a needed television repair.

B. The student, in study teams, will prepare a chart with two headings-- beneficial effects of television a findings under each of these headings.

C. The student will present a five minute talk explaining how farming, as a way of life, changed during

D. The student will make his own organizational flow chart of the United Nations.

A. The student will make a written list of the causes of the Eighteenth Amendment (prohibition) and list

B. The student will write an essay explaining how the causes of slum districts are conducive to a study o

C. The student will list the causes of the American Revolution and list a number of effects that eventual

D. The student will chart the causes of the emancipation of women in America.

BEHAVIORAL OBJECTIVES

use of priority lists by ranking in order of preference the alternatives in the following situation. udget expenditure has to decide on the purchase of a new bicycle for Tommy, a trip to Disneland, or

o headings-- beneficial effects of television and the negative effects of television--and list their

how farming, as a way of life, changed during the machine age and cite examples to support his views.

rt of the United Nations.

e Eighteenth Amendment (prohibition) and list the effects of prohibition that subsequently led to its repeal.

ses of slum districts are conducive to a study of possible remedial actions.

tion and list a number of effects that eventually occurred.

of women in America.

GENERALIZATION	CONCEPTS	SUB-C
History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables, upon which to base such decisions.	Scarcity	A. A person's/nation's wants are almost endless; thus, a B. Needs are different from wants in that a person's nee C. There are definite limits as to the production of any g with people's needs and wants.
	Geographical approach	A. In the field of geography, attention is focused on th and on the interconnections among things and events B. Many different kinds of processes of change are oper biotic, economic, social, and political processes. C. The distinctive purpose of geographic study is to dev events related to unlike processes that are associated D. Geography has examined the interaction between ma interaction among diverse cultural processes or amon E. Geography seeks understanding of the causes and co F. Grouping events and concepts together by the area o principle by which to approach and analyze them.

SUB-CONCEPTS

person's/nation's wants are almost endless; thus, a priority of wants must be established.

eeds are different from wants in that a person's needs must be met in order to survive.

ere are definite limits as to the production of any given item. Many times production is unable to keep up th people's needs and wants.

the field of geography, attention is focused on the areal association of things and events of unlike origin d on the interconnections among things and events that are thus associated.

any different kinds of processes of change are operating on the face of the earth. There are physical, otic, economic, social, and political processes.

e distinctive purpose of geographic study is to develop concepts regarding the interaction of things and ents related to unlike processes that are associated with particular areas.

eography has examined the interaction between man and his habitat but equally significant are studies of the teraction among diverse cultural processes or among physical and biotic phenomena.

eography seeks understanding of the causes and consequences of differences from place to place on the earth.

rouping events and concepts together by the area on the globe in which they occur becomes an orderly inciple by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

A. The student will write a resumé of the existing conditions that faced America at the end of World W
at that time.

B. The student, given a list of goods carried in a covered wagon through Nevada in the 1840's, will sho
wants and needs by putting the goods in order of what he would throw out of the wagon first, as the

C. The student will list on the chalkboard as many factors as he can that limited the silver output in N

A. The student will write a resumé describing how camels were used in Asia and how Americans used th

B. The student will select films, filmstrips, magazine articles, or other sources (learner's choice) abou
croachment into these natural regions upset the pattern of wildlife and ecological balance.

C. The student will make a display using cut-out pictures and articles that show the results of water po

D. The student will be able to rank names of countries in order of their dependency on the sea, e.g., P
India.

E. The student will draw three pictures of shelters built by primitive people using materials found in the

F. The student will list the similarities and contrasts found between the forest Indians of early America

BEHAVIORAL OBJECTIVES

at faced America at the end of World War II and record and describe the list of priorities established

through Nevada in the 1840's, will show the priority of importance of the items as they affect his
uld throw out of the wagon first, as the load needed to be lightened crossing the forty-mile desert.

can that limited the silver output in Nevada during the early mining era.

used in Asia and how Americans used them in the desert areas of our Southwest.

or other sources (learner's choice) about Florida's Everglades that show how man's economic en-
ildlife and ecological balance.

rticles that show the results of water pollution of rivers and lakes in America.

of their dependency on the sea, e.g., Portugal, Spain, England, Japan, Norway, Egypt, China, and

itive people using materials found in their region and describe the shelter building process for each.

ween the forest Indians of early America and the plains Indians of the Expansion Nationalist Period.

GENERALIZATION	CONCEPTS	
	Social change	A. Change is a neutral process; it may progres B. Some societies change at a more rapid rate C. There are many causes for social change, s 1. Contact between cultures. 2. The interaction of new ideas or materia 3. The development of modern means of co 4. Innovation as means of meeting the chal
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards	Freedom and equality	A. Freedom refers to the relative absence of p B. In the Western world equality has come to of opportunity. C. Taken to extremes, freedom may mean cha D. This concept of equality is an American tra is committed to a belief in human dignity a the individual with the equality of all men

SUB-CONCEPTS

. Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

. There are many causes for social change, such as the following:

1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

. Freedom refers to the relative absence of perceived external restraints on individual behavior.

. In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

. Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

. This concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

BEHAVIORAL OBJECTIVES

A. The student will make a list of the different levels of society that existed during the colonial period in or

B. The student will name at least four social classes of the colonial period. He will make a drawing in the of the lowest class at the bottom, proceeding to name the other classes and placing the uppermost class a

C. The student will write a short description of each social class of the colonial period telling about their w would help to explain his understanding of that class of society. He will also explain how people could society of that period.

A. The student will tell where in the Constitution freedom and equality are guaranteed and cite four categor

B. The student will write a paper explaining his own understanding of the term--writ of habeas corpus and ci

C. The student will explain how the French Revolution was a result of freedom taken to extremes.

D. The student will state arguments pro/con and cite references from the Constitution to support his position a government of law and not of men."

HAVIORAL OBJECTIVES

ted during the colonial period in order of their rank.

d. He will make a drawing in the form of a pyramid. On this drawing he will write the name
s and placing the uppermost class at the top.

olonial period telling about their work, homelife, accomplishments, and other information that
ill also explain how people could move up and down from one class to another in the open

re guaranteed and cite four categories to which the guarantee applies.

e term--writ of habeas corpus and cite facts to support his ideas.

eedom taken to extremes.

Constitution to support his position on the statement, "The government of the United States is

GENERALIZATION	CONCEPTS	
Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple causation is the dominant pattern.	Habitat and its significance	A. Man affects and is affected by his nat
		B. Habitat is the resource base of man's s
		C. Water in the form of oceans, rivers, a agriculture, communication, transporta
		D. Landforms influence climate and provis
		E. Climate influences ways of living.
		F. Habitat tends to direct man until he ac
	Interaction	A. Individuals enter into relationships wit
		B. Within a social system the interaction
		C. Two general types of interaction are co
		D. The basis of all human interaction is fa

SUB-CONCEPTS

affects and is affected by his natural environment.

at is the resource base of man's society.

in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, lture, communication, transportation, and trade.

orms influence climate and provision of food, shelter, and clothing.

te influences ways of living.

at tends to direct man until he accepts or alters it.

iduals enter into relationships with a great number of individuals and groups.

n a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

A. The student will list three ways that modern man has turned Nevada's desert wasteland into a land that

B. The student will describe the contrasts of ownership, work, cares, responsibility, and importance of th "cattle kingdom" in the American West.

C. The student will work in a study team and will make a list of goods, services, and products that are no resources.

D. The student will describe how the landforms in the Nevada Indian areas influenced the climate, food,

E. The student will write a paragraph essay explaining how Nevada, being a desert, influenced the gover

F. The student will write an essay comparing the culture of the Paiute Indians of Nevada with that of the the alteration of their habitat affected the advancement of the Anasazi culture.

A. The student will describe the interaction or reaction of a Chinese and a Britain during the Boxer Rebel

B. The student will orally describe the conduct of the crowd (the spectators) at a bullfight.

C. The student will state how political elections are examples of both cooperation and competition.

D. The student will write the names of four or five different rituals and/or ceremonies that are found in ou

BEHAVIORAL OBJECTIVES

da's desert wasteland into a land that is useful to mankind.

, responsibility, and importance of the rancher and the cowboy in the overall emergence of the

ds, services, and products that are not produced in our desert environment due to lack of water

areas influenced the climate, food, clothing, and shelter there.

, being a desert, influenced the government's decision to place the atomic testing site there.

te Indians of Nevada with that of the Anasazi Indians of the Pueblo Grande de Nevada showing how
nasazi culture.

e and a Britain during the Boxer Rebellion.

ectators) at a bullfight.

th cooperation and competition.

and/or ceremonies that are found in our own society.

GENERALIZATION	CONCEPTS	
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and B. Society is constantly pressured to respond to young students from the fact of its existence, them to develop healthy attitudes toward con C. This concept is developed to assist the studen with classmates, between individuals and the
	Power	A. Power has many connotations to many differe B. Power relationships abound throughout societ C. Power can either be a goal or the means to g

SUB-CONCEPTS

onflict is characteristic of the growth and development of individuals and of civilization as a whole.

ociety is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield oung students from the fact of its existence, we should make them aware of the origins of conflict and help em to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

is concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether ith classmates, between individuals and the state, or between nations to be used throughout life.

ower has many connotations to many different people.

ower relationships abound throughout society and societies.

ower can either be a goal or the means to goal attainment.

BEHAVIORAL OBJECTIVES

A. The student will select for study an example of the idea that men and nations often experience conflict achievement and report his findings in writing.

B. The student will pose arguments either "pro" or "con" on the value of following the ancient Chinese pr of the world.

C. The student will write an essay describing how a person can satisfactorily deal with conflict.

A. The student will describe the relationship of the elastic clause of the Constitution to the President's po

B. The student will make a list of American Presidents who exerted much personal power through the force

C. The student will categorize the names of the Heads of State under the three headings: (1) power for wor good goals and personal glory.

BEHAVIORAL OBJECTIVES

idea that men and nations often experience conflict (growing pains) in their growth, development, and

n" on the value of following the ancient Chinese practice of shielding young children from all unpleasant aspects

rson can satisfactorily deal with conflict.

stic clause of the Constitution to the President's power as it was argued by Hamilton and Jefferson.

who exerted much personal power through the force of their personalities and strong leadership.

of State under the three headings: (1) power for worthy goals, (2) power for personal glory, and (3) power for

SUGGESTED MULTIMEDIA FOR HISTORY

STANDARD FOCAL REFERENCE GUIDES (Nevada History)

Wichita Eagle and Beacon
  Living Textbook

CONCEPT PENETRATION SOURCES

Childrens Press
  Nevada (Enchantment of American Series)

Ginn
  The First Americans

FILMSTRIPS

Bailey
  Great Explorers of America

Curriculum Materials
  Western Pioneer Trails
  Spanish Explorers

STANDARD FOCAL REFERENCE GUIDES (Civics)

Follett
  Civics Study Lessons

Houghton - Mifflin
  The Citizen and His Government

Macmillan
  Civics for Americans

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Lai

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SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 7

evada History)

es)

Civics)

CONCEPT PENETRATION SOURCES (Civics)

Allyn & Bacon
  Today's Problems

Bantam
  Presidents of the U.S.A.

Benefic Press
  The Progress of the Afro-American

Ginn
  Your Rights and Responsibilities As An American Citizen
  Teenagers and the Law

Holt, Rinehart & Winston
  American Political Dictionary

Houghton Mifflin
  Civil Liberties
  American Negro

Laidlaw
  Challenges In Our Changing Urban Society

McGraw - Hill
  Our Constitution and What It Means

Merrill
  United Nations Handbook
  American Government In Action

Sadlier
  You and Your Government

FILMSTRIPS (Civics)

Alpha
  The Black American

Bailey
  Understanding Citizenship
  Citizenship

Encyclopaedia Britannica
  Government In Action

Eye - Gate
  The Story Of America's People

Learning Arts
  Civics Series

McGraw - Hill
  Grow In Citizenship Series

Society for Visual Education
  Display of Flag
  Leading American Negroes

Warren Schloat
  Minorities Have Made America Great Series

Wasp
  Exploding Myths of Prejudice

RECORDS (Civics)

Learning Arts
  Autobiography of Frederick Douglas
  Glory of Negro History
  Songs of the American Negro Slaves
  Bless This House

Social Stu
  Your Li
  The Liv
  The De

16mm FILMS

Bailey
  LSD: I
  Mariju

McGraw -
  Our Im
  I Pledg
  Nationa
  Conserv

STANDARD

Ginn
  Your C

Harcourt,
  The Wo

Macmillan
  Living

CONCEPT P

Benefic Pr
  How Pe

Fideler
  Geogra
    The N

Social Studies School Services
    Your Living Bill of Rights
    The Living Constitution of the United States
    The Declaration of Independence

16mm FILMS (Civics)

Bailey
    LSD: Insight Or Insanity?
    Marijuana

McGraw - Hill
    Our Immigrant Heritage
    I Pledge Allegiance
    National Citizenship Test
    Conservation: A Job For Young Americans

STANDARD FOCAL REFERENCE GUIDES (Geography)

Ginn
    Your Country and the World

Harcourt, Brace, and World
    The World Around Us

Macmillan
    Living As World Neighbors

CONCEPT PENETRATION SOURCES (Geography)

Benefic Press
    How People Live In Japan - USSR - China

Fideler
    Geography of the United States Series
        The Northeast

- The South
- The Midwest
- The Far West

- Field Education
  - Japan, Home Of The Sun

- Franklin
  - Africa With Focus On Nigeria

- Ginn
  - World Resources
  - Europe And The Soviet Union
  - Eurasia, Africa - Australia
  - U.S. And Canada
  - Eurasia
  - Africa/Canada/Asia

- Harcourt, Brace, and World
  - Sub-Saharan Africa

- Harper and Row
  - World Cultures

- Houghton Mifflin
  - China
  - The Middle East
  - India

- Laidlaw
  - Foreign Relations Series
  - Canada and Our Latin American Neighbors
  - Understanding Your World Series

- Macmillan
  - Latin America
  - Africa-- South Of The Sahara
  - India And South Asia

- McCormic
  - The Sto
    - East
    - Ital
    - Afgh
    - Indo
    - Fran
    - Thai
    - Paki
    - Chil
    - New
    - Lao
    - Sam
    - Chi
    - Kor
    - Phil
    - Indi
    - Libe

- Merrill
  - The An

- Sadlier
  - Anglo
  - Wester

FILMSTRIP

- Bailey
  - Africa
  - Japan:
  - Southe
  - Living

McCormick - Mathers
  The Story of: Series
    East Africa
    Italy
    Afghanistan
    Indonesia
    France
    Thailand
    Pakistan
    Chile
    New Zealand
    Laos
    Samoa
    China
    Korea
    Philippines
    India
    Liberia

Merrill
  The Ancient Near East

Sadlier
  Anglo American Latin America
  Western Europe - Eastern Europe

FILMSTRIPS

Bailey
  Africa: Devil Continent
  Japan: Asia's Modern Power
  Southeast Asia: Past and Present
  Living in Mexico: City and Town

Curriculum Materials
  How Geography Moved Civilization

Encyclopaedia Britannica
  Southeast Asia

Learning Arts
  Africa: Regional Geography

McGraw - Hill
  China and Her Neighbors Series
  World Geography Series

Photo & Sound
  Australia, Indonesia, Philippines
  India & Ceylon
  Lands of East & Southeast Asia
  Soviet Union Today

Popular Science Publications
  Africa - South America

RMI
  Age of the Maya

Society for Visual Education
  Geography of 50 States of America
  Modern Central & Southern Europe
  Modern Northwestern Europe

TRANSPARENCIES (Geography)

Allyn & Bacon
  Alpha Map Transparencies

MAPS, GLOB

Denoyer -
  World M
  Set jg/jb
  Globe

Hammond
  Comparat

Merrill
  Merrill S

A.J. Nystro
  See cata

Rand McNal
  World At

RECORDS (

Social Studie
  Internati

TAPES

Social Studie
  This Is M

16mm FILMS

Bailey
  Red Chin

Coronet
  North Am
  North Am

MAPS, GLOBES, ATLASES (Geography)

Denoyer - Geppert
- World Map ss78rp 86x58 with mylar overlay
- Set jg/jbvr - x666
- Globe cl2p3 12"

Hammond
- Comparative World Atlas

Merrill
- Merrill School Atlas

A.J. Nystrom
- See catalog

Rand McNally
- World Atlas

RECORDS (Geography)

Social Studies School Services
- International Series

TAPES

Social Studies School Services
- This Is My Country Series

16mm FILMS (Geography)

Bailey
- Red China Diary: With Morley Safer

Coronet
- North American Regions: Rocky Mountains
- North American Regions: The Pacific Coast

Encyclopaedia Britannica
- Changing Matilda: The New Australia

McGraw - Hill
- Israel: Making A Land Productive
- Siberia: A Day In Irkutsk
- The Middle East: The Need For Water
- India: The Struggle For Food
- India: Urban Conditions
- Thailand: Winds of Change
- European Culture Region
- China: The Social Revolution
- Oceania
- Leningrad Parts I-II
- Australia: Challenge of a Growing Nation
- The Philippines: Island Republic
- Afghanistan: Emerging From Isolation
- The Old Africa and the New
- Ethiopia and Botswana
- New Zealand: Its Farms and Cities
- Turkey: Modern Reforms
- West Germany - Industrial
- South Africa
- Yugoslavia
- China: The Awakening Giant
- Scandinavia - The Rewards of Excellence
- Antarctica: The Cold Frontier
- Country Called Europe
- Low Countries, The Very Much Alive

TEACHER NOTES:

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY

HISTORY

Level 8

Vehicles

Democracy Develops in the New World
Factories & Cities Emerge
The Frontier--Land of the Second Chance
America's Influence as a World Power

GENERALIZATION	CONCEPTS	
Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.	Modified market economy	A. Expand B. The de does n C. Supply D. Laws re benefi
	Social change	A. Change B. Some s C. There 1. Con 2. The 3. The 4. Inn and

	CONCEPTS	SUB-CONCEPTS
	Modified market economy	A. Expanding industry provides both labor and market. B. The depletion of natural resources can adversely affect a community that does not have a diversified economic base. C. Supply points to the need of conservation practices for future demands. D. Laws regulate the use of natural resources and control human activity benefiting the majority.
ing rsal ety ered	Social change	A. Change is a neutral process; it may progress or decline. B. Some societies change at a more rapid rate of progress than others. C. There are many causes for social change, such as the following: 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.

A. The student will identify himself as a bus boy in a large growing hotel and explain why more jobs a
services continue to expand.

B. The student will select one Southern state where the soil was depleted and make a list of all the fac
economic stalemate that followed as a result.

C. The student will select four natural resources that he considers to be of highest priority and will in
might best be achieved.

D. The student will give an oral report naming the rules and regulations that apply to our national fore
special use of the forests and in turn, benefits derived by the general public.

A. The student will take one side in the following situation and defend his position with facts: An old
He could now choose to live in luxury and for pleasure. Instead, he renounced it all and chose to
said, "On the contrary, he is very wise."

B. The student, given a picture of a sleepy village in Mexico with Pedro taking his siesta, will list the

C. The student will write an essay describing the types of changes that led to the successful implementa

BEHAVIORAL OBJECTIVES

ing hotel and explain why more jobs and promotions are continually available and why the hotel's

depleted and make a list of all the factors that brought about the depletion of the soil and the adverse

rs to be of highest priority and will in writing make recommendations as to how conservation of these

gulations that apply to our national forests. He will explain how these rules benefit people who make
general public.

defend his position with facts: An old Indian who lived in a primitive fashion suddenly became rich.
tead, he renounced it all and chose to continue as he was. John said, "That Indian is foolish." Henry

ith Pedro taking his siesta, will list the reasons for the slow pace found in the society.

es that led to the successful implementation of "Operation Boot Strap" in Puerto Rico.

GENERALIZATION	CONCEPTS	
	Conflict--Its origin, expression, and resolution	A. Conflict is characteristic of the growth and d B. Society is constantly pressured to respond to young students from the fact of its existence, them to develop healthy attitudes toward con C. This concept is developed to assist the studen with classmates, between individuals and the
History makes man aware of the possible, rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decisions.	Loyalty	A. Loyalty is the willing devotion of an individu idea, or process. B. Loyalty processes are those means employed t C. The legislative process by which all sections representatives are processes that should comm D. Loyalty to ideas such as human dignity, equa more important than symbols.

SUB-CONCEPTS

t is characteristic of the growth and development of individuals and of civilization as a whole.

is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

ncept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether lassmates, between individuals and the state, or between nations to be used throughout life.

y is the willing devotion of an individual to a cause greater than himself, as represented by an institution, or process.

y processes are those means employed to achieve as ends the other cultural values of a given society.

gislative process by which all sections of the country are represented and the choosing of one's entatives are processes that should command loyalty.

y to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas mportant than symbols.

BEHAVIORAL OBJECTIVES

A. The student will draw five cartoons each depicting a different mode of travel used by the pionee
been encountered with each mode of transportation.

B. The student will write a short story telling of the battles, skirmishes, breakdowns, impassable b
as they traveled westward.

C. The student will explain in an oral report how the pioneer struggles illustrate a relationship betw
conflict.

A. The student will write a commentary on a historical character who was in direct contrast to Bene

B. The student, given any nation, will be able to make a list of the cultural values that he thinks ma

C. The student will write an essay describing an event in American political history where loyalty

D. The student will orally name at least four national symbols (statues, monuments) that he thinks

BEHAVIORAL OBJECTIVES

ferent mode of travel used by the pioneers in their journey westward and state what hardship might have

, skirmishes, breakdowns, impassable barriers, and other adventures that might have happened to people

er struggles illustrate a relationship between the growth and development of a region and the concept of

racter who was in direct contrast to Benedict Arnold.

of the cultural values that he thinks made it great.

merican political history where loyalty was not found in the political party affairs.

ols (statues, monuments) that he thinks depict our American ideals and values.

GENERALIZATION	CONCEPTS	
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.	Institution	A. Every institution has statutes and special roles B. The three primary institutions in American soc C. Institutions are creations that developed from D. Every major institution must have organizatio
	Government by the consent of the governed	A. Government is the creation of man to secure and happiness. B. Whenever government fails to secure the righ alter it to make it a more effective instrumen C. To assure the respect for the practice of the their government be established and operated D. In a government governing by consent of the and representative legislatures established th E. Stability and the greatest guarantee of rights

SUB-CONCEPTS

ery institution has statutes and special roles.

e three primary institutions in American society have different effects on individuals within the society.

stitutions are creations that developed from needs of human beings.

ery major institution must have organization and a code of norms and specifications.

overnment is the creation of man to secure the rights of the individual to safety, tranquility, freedom, d happiness.

henever government fails to secure the rights guaranteed to people through its constitution, the people may ter it to make it a more effective instrument of their will.

assure the respect for the practice of the values men choose as important to their lives, it is necessary that eir government be established and operated by the consent of the governed.

a government governing by consent of the governed there are elections, courts, impeachment processes, nd representative legislatures established through which changes may be made.

ability and the greatest guarantee of rights and values are through government by consent of the governed.

BEHAVIORAL OBJECTIVES

A. The student, in a panel discussion, will define the terms gerrymandering, logrolling, and lobbying appeared; and explain how each works in carrying out its intended purpose.

B. The student will list the following institutions: government, school, home, church, bank, and m in seminar his reasons for his order of preference.

C. The student will make a chart listing the activities of the American Government in the days of Th Government today.

D. The student will list all of the different levels in our Government according to rank of the nation

A. The student, in a seminar, will explain his views on how the government helps to secure individual

B. The student will find historical data, posters, dioramas, cartoons, advertisements, and sketches th

C. The student will write a one-page commentary on the following subject: Ours is a government of

D. The student will write a definition in his own words of the following terms: courts, elections, im

E. The student will compare a government in Latin America with one in the United States or Canada government stable.

BEHAVIORAL OBJECTIVES

rrymandering, logrolling, and lobbying; describe the origin and circumstances under which they ntended purpose.

t, school, home, church, bank, and market place in the order of their impact on the individual and explain

American Government in the days of Thomas Jefferson and by contrast the major functions of the American

ernment according to rank of the national, state, county, and local governments.

e government helps to secure individual rights to safety, freedom, tranquility, and happiness.

artoons, advertisements, and sketches that show the way people brought about reforms in suffrage.

owing subject: Ours is a government of law, not of men.

following terms: courts, elections, impeachment, and consent of the governed.

with one in the United States or Canada in terms of their stability and will list the factors that make a

GENERALIZATION	CONCEPTS	SUB-C
Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple-causation is the dominant pattern.	Culture	A. People are much alike in feelings and needs, althou
		B. People in other lands have customs and traditions th
		C. People throughout the world today are striving to ke the same time, making changes to improve their wa
		D. Individuals and groups of individuals of diverse bac
	Geographical approach	A. In the field of geography, attention is focused on th and on the interconnections among things and even
		B. Many different kinds of processes of change are ope biotic, economic, social, and political processes.
		C. The distinctive purpose of geographic study is to de related to unlike processes that are associated with
		D. Geography has examined the interaction between m the interaction among diverse cultural processes or
		E. Geography seeks understanding of the causes and c
		F. Grouping events and concepts together by the area principle by which to approach and analyze them.

SUB-CONCEPTS

e are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

e in other lands have customs and traditions that have been passed down to them.

e throughout the world today are striving to keep certain cultures and traditions that they value and at ame time, making changes to improve their way of life.

iduals and groups of individuals of diverse background have contributed to our cultural heritage.

e field of geography, attention is focused on the areal association of things and events of unlike origin n the interconnections among things and events that are thus associated.

different kinds of processes of change are operating on the face of the earth. There are physical, c, economic, social, and political processes.

istinctive purpose of geographic study is to develop concepts regarding the interaction of things and events ed to unlike processes that are associated with particular areas.

graphy has examined the interaction between man and his habitat but equally significant are studies of nteraction among diverse cultural processes or among physical and biotic phenomena.

graphy seeks understanding of the causes and consequences of differences from place to place on the earth.

ping events and concepts together by the area on the globe in which they occur becomes an orderly ciple by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

A. The student will draw a sketch of a typical Indian, Eskimo, Arab, Mexican, and an American and li

B. The student will describe the customs and traditions left in the new world by the Spanish Conquistad

C. The student will collect pictures that show the culture and traditions a given country values.

D. The student will write the names of the different nationalities or national groups that make up our A

A. The student, in a small group seminar, will explain any connections, similarities, and differences that Acquinaldo, and the Boxer Rebellion.

B. The student will select one country in Europe and one in Asia and write a two-page report on how c each.

C. The student will make a list of some of the geographic features of Norway that have a bearing on th Norwegians.

D. The student, in a small group discussion, will name some examples of activities which are affected by

E. The student will describe the methods used by the Eskimo and pygmy Bushman of South Africa to adju

F. The student will explain the geographic relationship between D-Day and the African campaign of W

BEHAVIORAL OBJECTIVES

o, Arab, Mexican, and an American and list four ways that their needs/feelings are similar.

n the new world by the Spanish Conquistadores.

d traditions a given country values.

ities or national groups that make up our American population.

nnections, similarities, and differences that characterized the "Huks" guerilla war under the leader

Asia and write a two-page report on how climate and geography affect the main economic activities in

atures of Norway that have a bearing on the ways of making a living and/or occupations followed by

xamples of activities which are affected by geographic influences.

and pygmy Bushman of South Africa to adjust to their native habitat in regard to food and shelter.

ween D-Day and the African campaign of World War II.

GENERALIZATION	CONCEPTS	SUB-
	Freedom and equality	A. Freedom refers to the relative absence of perceive B. In the Western world equality has come to mean eq of opportunity. C. Taken to extremes, freedom may mean chaos and e D. This concept of equality is an American tradition; committed to a belief in human dignity and has sou the individual with the equality of all men under t
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.	Historical method and point of view	A. History is a process-- a continuing development in B. Every citizen who seeks an explanation for any eve C. A historian is an observer who stands "amid the pro him and that his particular place in time and spac and molding his thinking through moral pressure, s D. All previous observers have received past events fr interpretations of events have been passed on to th other time and space coordinates. E. A competent citizen should recognize that all evid observer and that he is himself reinterpreting an in position in time and space.

SUB-CONCEPTS

A. Freedom refers to the relative absence of perceived external restraints on individual behavior.

B. In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

C. Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

D. This concept of equality is an American tradition; it is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

A. History is a process-- a continuing development involving constant change.

B. Every citizen who seeks an explanation for any event should be made to understand he has a "point of view."

C. A historian is an observer who stands "amid the process." This observer must realize events are flowing by him and that his particular place in time and space (his community, profession, church, school) are coloring and molding his thinking through moral pressure, stereotypes, and other current influences.

D. All previous observers have received past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of other time and space coordinates.

E. A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own position in time and space.

BEHAVIORAL OBJECTIVES

A. The student will tell how this quotation relates to the concept of freedom and equality: "You have a

B. The student will advance opinions and support his position with facts on the statement that we have ri

C. The student will write whether or not he thinks campus disorders in American colleges and universities
position.

D. The student will list the conditions of frontier life that in his opinion helped to produce feelings of eq
work, and hardships.

A. The student will trace the development of the franchise (the right to vote) in America beginning with

B. The student will orally explain both points of view on the Stamp Act in the colonies and cite facts tha

C. The student will make a list of different external forces, e.g., political, economic, diplomatic, reli
to become the kind of man he was.

D. The student will present some present-day facts that refute the idea of the United States of America as
"melted," but still maintain strong national and ethnic cultural bonds and patterns.

E. The student will expound in seminar on the fallacy of the policy of appeasement preceding World War
policy was not good.

BEHAVIORAL OBJECTIVES

ncept of freedom and equality: "You have a right to your own opinion as long as it is the same as mine."

n with facts on the statement that we have rich man's justice and poor man's justice.

sorders in American colleges and universities are a result of freedoms taken to extremes and support his

his opinion helped to produce feelings of equality in and among the people there, e.g., dangers, hard

the right to vote) in America beginning with colonial days up to the present time.

Stamp Act in the colonies and cite facts that support his statements.

e.g., political, economic, diplomatic, religious, moral, and military, that he thinks influenced Franklin

te the idea of the United States of America as a "melting pot" and show that some ethnic groups have not
ultural bonds and patterns.

policy of appeasement preceding World War II by citing incidents that subsequently proved that the

STANDARD FOCAL REFERENCE GUIDES (U.S. History)

Benefic Press
    You and The Nation

Harcourt, Brace and World
    Building The American Nation

Holt, Rinehart & Winston
    Discovering American History

Laidlaw
    History of Our United States

CONCEPT PENETRATION SOURCES

American Book
    Viewpoints U.S.A.

Bantam
    Presidents of The U.S.A.
    Day of Infamy
    Up From Slavery
    Drums Along The Mohawk
    The Oregon Trail

Century
    Negro American Heritage

Franklin
    Westward: The Nation In Song And Dance

Follett
    Study Lesson In U.S. History

Ginn
    The First Americans

SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 8

ES (U.S. History)

Atlas of American History
The Human Side of American History
Conflict, Politics & Freedom

Golden Press
    The Civil War

Harcourt, Brace and World
    Impressions of America
    Living American Documents
    40 American Biographies

Heath
    Toward A More Perfect Union

Holt, Rinehart, & Winston
    American Biographies

Houghton - Mifflin
    The Negro In American Life
    The American Negro

Macmillan
    A Sense Of The Past
    The Negro Revolution

McGraw - Hill
    Our Constitution And What It Means

And Dance

Merrill
    Our Nation's Builders
    Abraham Lincoln's Gettysburg Address
    American History Time Line - Date Chart

Pitman
    Eyewitness: The Negro In American History

- Rand McNally
  - The Free And The Brave
- Silver Burdett
  - Illustrious American Series

FILMSTRIPS (U.S. History)

- Alpha
  - Great Issues And Decisions of American History
- Encyclopaedia Britannica
  - A Picture History of the Civil War
  - War of Independence
  - Settling The New World
- Guidance Association/ Harcourt, Brace & World
  - The Reckless Years
- Landmark
  - Pony Express
  - California Gold Rush
  - Fulton
  - Louisiana Purchase
  - Panama Canal
- Learning Arts
  - Our Heritage From The Old World
  - History of the American Negro
- R.M.I.
  - American History Series
- Wasp
  - Minorities Have Made America Great

TRANSPARENCIES (U.S. History)

Allyn & Bacon
  Alpha Map Transparencies

Hammond
  Hammond Series

Houghton Mifflin
  Overhead Visuals - A History of the U.S.

MAPS AND ATLASES (U.S. History)

Denoyer - Geppert
  Conterminous United States #ssslvr
  Mylar Overlap same size
  The Our America Series

Hammond
  American History Atlas

Rand McNally
  Atlas of American History

RECORDS (U.S. History)

Social Studies School Services
  American Document Records
  Great Moments in Negro History
  Crisis (1936 to present)
  Inheritance

TAPES (U.S. History)

Social Studies School Services
  Industrial Growth

KITS (U.S. History)

Portal Press
  Springboards American History Program

16mm FILMS (U.S. History)

Bailey
  Mississippi River: Trade Route of Mid-America

Coronet
  The Lewis And Clark Journey
  Boyhood of Abraham Lincoln
  Boyhood of George Washington

McGraw - Hill
  Change In The Western Mountains
  U.S. Number 1 - American Profile
  U.S. Becomes A World Power
  Our Immigrant Heritage
  Age of Kennedy Part 1 - II
  Tippecanoe And Lyndon Too
  History of The Negro In America
  Golden Twenties
  Rise of Industrial Giants
  America Becomes An Industrial Nation
  Rise of Organized Labor

	GENERALIZATION	CONCEPTS
HISTORY GEOGRAPHY ANTHROPOLOGY POLITICAL SCIENCE SOCIOLOGY ECONOMICS HISTORY Level 9 Vehicles Nationhood in the World Community of Nations Comparative Governments Political Patterns and Nationalism Sovereignty of the Nation-State Gives Way to Interdependence		Social change Causation

CONCEPTS	SUB-CONCEPTS
Social change	A. Change is a neutral process; it may progress or decline.
	B. Some societies change at a more rapid rate of progress than others.
	C. There are many causes for social change, such as the following: 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.
Causation	A. There is a relationship of cause and effect.
	B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.
	C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)
	D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

A. The student will construct a chart showing the territorial growth of the United States during conquest, annexation, or purchase and the date, the circumstances, and from what country

B. The student will choose a category on which to write a commentary explaining social chan the school, or the town meetings in New England.

C. The student will list five specific incidents from the colonial period which show that contac

A. The student will give a three—five minute oral presentation on the causation of the first ta

B. The student will select a problem of his own choice and expound on the causes, effects, an

C. The student respond's orally or in writing explaining the basic facts surrounding the complet jubilant celebration.

D. The student with two other members in a study team, will list possible causes of a hypothet field.

BEHAVIORAL OBJECTIVES

h of the United States during the period 1790-1917 indicating if land was acquired by military
nces, and from what country each was purchased.
ntary explaining social changes that may have occurred in either the guild, the church, the home,

eriod which show that contacts between cultures bring about social change.

n the causation of the first tariff in the United States.
nd on the causes, effects, and possible solutions.
facts surrounding the completion of the first railroad and telling why this was an occasion of

possible causes of a hypothetical situation where a fire destroyed a storage building in an open

GENERALIZATION	CONCEPTS	
History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decision.	Empathy	A. Empathy is the concept of demonstrating self responses that are identical with or B. Empathy is a basic function in society in C. The ability to exert empathy depends on to understand a person or a problem.
	Historical method and point of view	A. History is a process, a continuing develo B. Every citizen who seeks an explanation C. A historian is an observer who stands "am him and that his particular place in time and molding his thinking through moral p D. All previous observers have perceived pa interpretations of events have been passe of other time and space coordinates. E. A competent citizen should recognize th observer and that he is himself reinterpre position in time and space. F. A student understanding these problems of of facts. He can learn respect for all ev skeptic or cynic. The student should bec noting the certitude of one generation of

SUB-CONCEPTS

y is the concept of demonstrating the ability of an individual to understand others through one's sponses that are identical with or similar to the responses of others.

y is a basic function in society in relation to sharing the attitudes and behavior of others.

ility to exert empathy depends on the amount of knowledge and experience one has when attempting erstand a person or a problem.

is a process, a continuing development involving constant change.

citizen who seeks an explanation for any event should be made to understand he has a "point of view."

orian is an observer who stands "amid the process." This observer must realize events are flowing by nd that his particular place in time and space (his community, profession, church, school) are coloring olding his thinking through moral pressure, stereotypes, and other current influences.

evious observers have perceived past events from other points of view in time and space. Their retations of events have been passed on to the current observer colored and molded by the influence er time and space coordinates.

npetent citizen should recognize that all evidence passed on to him is an interpretation by an earlier ver and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own on in time and space.

dent understanding these problems of a continually changing process can be taught something of selectivity ts. He can learn respect for all evidence and the need to doubt all evidence without becoming a c or cynic. The student should become aware of the need for continual reevaluation of past evidence, the certitude of one generation often is labeled fallacious by the next.

BEHAVIORAL OBJECTIVES

A. The student will be able to list the most pertinent facts surrounding the 1948 presidential election in
the scene of Truman's acceptance speech and how the people must have felt who shared his triumph.

B. The student will write an essay explaining why Greek heroes, such as Ulyssess, were very popular ac

C. The student will name four or five spectator-type sports in which the spectators share some of the fee

A. The student will give an oral or written presentation explaining the American frontier as an example
American society.

B. The student will explain the controversy and events centering around the liquor problem that led to th

C. The student will write an essay explaining how the Civil War caused the progress of Nevada from ter
under normal circumstances and tell how his being a resident in Nevada could "color" his interpretat

D. The student will assume the role of a writer of history and record an event of his own choosing for th

E. The student will read selected articles that represent the point of view of both the North and South i
describe his own interpretation in at least three paragraphs.

F. The student will list in chronological order the events he feels led up to America's entry into World

BEHAVIORAL OBJECTIVES

urrounding the 1948 presidential election in which Harry S. Truman emerged victorious and describe
eople must have felt who shared his triumph.

eroes, such as Ulyssess, were very popular adventure epics.

in which the spectators share some of the feelings of the participants.

plaining the American frontier as an example of the "safety value" theory of population pressure in

tering around the liquor problem that led to the passage of the 18th Amendment.

il War caused the progress of Nevada from territory to statehood to proceed more quickly than it might have
ident in Nevada could "color" his interpretation.

nd record an event of his own choosing for the benefit of future generations.

e point of view of both the North and South immediately after the battle of Fort Sumter, and will then
phs.

e feels led up to America's entry into World War II.

GENERALIZATION	CONCEPTS	
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.	Compromise and adjustment	A. Compromise and adjustment are the ke change and conflict.
		B. Man faces the need to compromise an surroundings.
		C. Each culture is only a small part of a and compromise. Survival depends up
		D. Man should recognize compromise and a sign of weakness or surrender.
	Comparative advantage	A. A nation, group, or individual must h goals, be aware of the advantages and
		B. Compromise and adjustment are an imp are the same.

SUB-CONCEPTS

ompromise and adjustment are the keys to successfully facing political, economic, social, religious ange and conflict.

an faces the need to compromise and adjust to his physical, economic, social, political, and religious rroundings.

ch culture is only a small part of a product of its own invention and discovery; it is the result of adjustment d compromise. Survival depends upon the ability to adjust and compromise.

an should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as sign of weakness or surrender.

nation, group, or individual must have long-range goals for which to strive and in moving toward these oals, be aware of the advantages and disadvantages that develop along the way.

ompromise and adjustment are an important consideration when advantages enjoyed by two opposing forces re the same.

BEHAVIORAL OBJECTIVES

A. The student will demonstrate his understanding of compromise and adjustment within the content a compromises in the Constitution, their initial problems, and how the compromises resolved the pro

B. The student will present an oral or written report on how the first American settlers of Texas had t new circumstances.

C. The student will list five ways in which the African slaves were forced to compromise their native group prior to the Civil War.

D. The student will assume the role of a news commentator and comment on the relationship between no winner and was settled under terms expressed in the Latin phrase "Status Quo Ante Bellum." an a natural evolutionary concept and not as a sign of weakness and surrender.

A. The student will compare orally or in writing the public sentiment regarding liquor immediately be and 21st Amendment, 1933.

B. The student working in a study team, will make a poster illustrating the advantage and disadvanta

BEHAVIORAL OBJECTIVES

mpromise and adjustment within the content and writing of the United States Constitution by naming five
ms, and how the compromises resolved the problems.

how the first American settlers of Texas had to compromise and adjust to new rules, new ways, and

slaves were forced to compromise their native culture and mores in order to survive as an ethnic

tor and comment on the relationship between the following two statements: (1) The War of 1812 had
the Latin phrase "Status Quo Ante Bellum." and (2) Man should recognize compromise and adjustment as
weakness and surrender.

blic sentiment regarding liquor immediately before and after the Prohibition Law; 18th Amendment, 1919;

oster illustrating the advantage and disadvantages of America's position as a world power.

GENERALIZATION	CONCEPTS	
	Culture	A. People are much alike in feelings and ne
		B. People in other lands have customs and tr
		C. People throughout the world today are str the same time making changes to improve
		D. Individuals and groups of individuals of d
Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple-causation is the dominant pattern.	Social control	A. There are many types of authority that ac
		B. There is a need for social control at all l

SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

BEHAVIORAL OBJECTIVES

A. The student will define five common characteristics that could denote the attitudes of both the Union to an idea, love of country, love of family, and fear.

B. The student will select either painting, music, literature, or sculpture and write a biographical sketc selected art form including reasons why his work was liked by the people.

C. The student will describe the Chinese custom of "filial piety" and tell why he feels the Chinese retai

D. The student will select a cultural group, such as the Indians, and write an essay in which he states th

A. The student will be able to name orally or in writing the type of officials found in control of a typic

B. The student will make a list of some of the problems associated with the control of shoplifting in his c

BEHAVIORAL OBJECTIVES

could denote the attitudes of both the Union and Confederate soldiers during the Civil War, e.g., loyalty

, or sculpture and write a biographical sketch of one important European artist associated with the
ed by the people.

iety" and tell why he feels the Chinese retained this custom.

ians, and write an essay in which he states their cultural contributions to America.

type of officials found in control of a typical country club that offers golf, tennis, and swimming.

ciated with the control of shoplifting in his city and tell why such control is necessary.

GENERALIZATION	CONCEPTS	
	Interaction	A. Individuals enter into relationships with B. Within a social system the interaction o C. Two general types of interaction are co D. The basis of all human interaction is fou
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to re-create and rewrite history in terms of its own needs, aspirations, and points of view.	Loyalty	A. Loyalty is the willing devotion of an in institution, idea, or process. B. Loyalty processes are those means empl C. The legislative process by which all sec representatives are processes that shoul D. Loyalty to ideas, such as human dignity are important.

SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.

Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.

The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Loyalty to ideas, such as human dignity, equality of opportunity, and freedom of speech and religion are important.

BEHAVIORAL OBJECTIVES

A. The student will assume the role of a newly hired worker in the construction industry who finds it
or procedures involved in becoming a unionized construction employee in the craft of his choice.

B. The student will name, in order of their importance, as many customs as he can that might be observ
this orally or in writing.)

C. The student will state examples of the two types of interaction, competition and cooperation, see

D. The student will write an essay explaining the system behind the Social Security Act .

A. The student will tell the story of Nathan Hale in an oral discussion centered around the Revolutio

B. The student will orally tell about a movie or television show he has seen that exemplifies loyalty
used to achieve other ends.

C. The student will collect clippings and photos and make a scrapbook on the campaign of Robert F.

D. The student will discuss, in small groups, the aspects of loyalty involved in the U.S.S. Pueblo incid

BEHAVIORAL OBJECTIVES

he construction industry who finds it necessary to join the union. The student will list the steps and/ employee in the craft of his choice.

ustoms as he can that might be observed at a formal dance at a New Year's Eve celebration. (Do

on, competition and cooperation, seen in the United States—Russian space race.

the Social Security Act .

cussion centered around the Revolutionary War period of our history.

he has seen that exemplifies loyalty in one way or another and describe how the loyalty process was

rapbook on the campaign of Robert F. Kennedy showing the loyalty of his supporters.

y involved in the U.S.S. Pueblo incident.

SOCIAL SCIENCE-GRADES 9-12

THE FOLLOWING STANDARD FOCAL REFERENCE GUIDES, FILMSTRIPS, AND SIMULATION GAMES CAN BE UTILIZED IN ALL AREAS OF SOCIAL SCIENCE, GRADES 9-12.

STANDARD FOCAL REFERENCE GUIDES

Allyn and Bacon
  People and Music

American Book Company
  Mirrors of Man

Laidlaw
  Our Changing World

Macmillan
  Social Science
  Man's Behavior

McGraw - Hill
  The Humanities

FILMSTRIPS

Grolier
  The Book of Arts

SIMULATION GAMES

Free Press
  SimSoc

SUGGESTED MULTI-MEDIA FOR HISTORY--LEVEL 9

2

L REFERENCE
TION GAMES
SOCIAL

DES

High School Geography Project
  Section

Holt, Rinehart and Winston
  Market Game

Johns Hopkins University
  Life Career
  Parent - Child

Merrill
  Napoli

West Behavioral Sciences
  Plans

STANDARD FOCAL REFERENCE GUIDES

American Book Co.
  A Global History of Man
  New Dimensions of World History
  Viewpoints in World History

Harper - Row
  Tradition and Change in Four Societies
  The Shaping of Western Society

Lippincott
  Man's Cultural Heritage

Merrill
  World Culture In Perspective

Scott Foresman
  Contemporary Civilization

Silver Burdett
    The Human Achievement

CONCEPT PENETRATION SOURCES

Allyn - Bacon
    The Afro-Asian World, A Cultural Understanding

American Book
    Readings In World History
    Culture Area In Perspective

American Education
    Public Issues Series/ Harvard Social Studies Project
        Communist China
        20th Century Russia
        Nazi Germany
        Colonial Kenya
        Taking A Stand
        The Middle East
        China: Troubled Asian Giant
        Changing Latin America
        Southeast Asia
        India, Pakistan
        Africa: Emerging Nations Below the Sahara
        Anthropology In Today's World

Cambridge
    Cambridge Regional Studies
        The Middle East
        China, Japan, Korea
        Latin America
        Soviet Russia

Follett
    World History Study Lessons

Ginn
    Today's World In Focus

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- Soviet Union
- Africa
- China
- Israel
- Indonesia
- Mexico
- India
- Thailand
- Middle East
- Japan
- Brazil

The Human Side Of World History

Harcourt, Brace, & World
- The Human Adventure

Houghton Mifflin
- Houghton Mifflin Regional Studies
  - India
  - India Selected Readings
  - China
  - China Selected Readings
  - Japan Selected Readings
  - The Middle East Selected Readings
- Panorama of the Past

Macmillan
- Mainstreams of Civilization
- Culture Regions of the World
  - India and South Asia
  - Latin America
  - Western Europe
  - Southeast Asia
  - China, Japan, and Korea
  - Africa South of the Sahara
  - Southwest Asia and North Africa
  - Soviet Union and Eastern Europe
  - Voices of the Past, Vol. 1-3

Merrill
    World Cultures in Perspective

G.P. Putnam's Sons
    Jackdaws - World History Series
    (Collection of Contemporary Documents)

Rand McNally
    Pamphlets in World History

Scholastic
    Scholastic Great Issues Series
    Scholastic World Affairs Multi-Text

Scott Foresman
    The China Giant
    32 Problems in World History
    The Clash of Ideas

Silver Burdett
    Great Ages of Man
    Early Man

Van Nostrand
    Making of the French Mind
    The Late Victorians
    The World in the Twentieth Century
    Fifty Major Documents of the Twentieth Century
    Marx and the Marxists
    Fifty Major Documents of the Nineteenth Century
    Conservatism
    The Papacy
    The Age of the Reformation
    Basic Documents
    Contemporary Africa: Continent in Transition
    The Russian Revolutions of 1917
    The Greek Mind
    British Constitutional History Since 1832
    Liberalism: Its Meaning and History

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The Era of the French Revolution 1789-1799
Basic History of Modern Germany
Basic History of Modern Russia
The North Atlantic Civilization
NATO- A Twentieth Century Community of Nations
The Medieval Town
Revolution and Reaction 1848-1852
Southeast Asia and the World Today
Historic Documents of World War I
Historic Documents of World War II
The Roman Mind At Work
A Short History of Canada
Basic Documents in Medieval History
Basic Documents in Canadian History
Foundations of Israel
The Benelux Countries - An Historial Survey
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Soviet Foreign Policy, 1917-1941
Early Christianity
Rise and Fall of the Romanovs
Cardinal Documents in British History
The Hapsburg Empire 1804-1918
Cavour and the Unification of Italy
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Documents on Modern Africa
Varieties of Fascism
Louis Philippe and the July Monarchy

European Economic History Documents and Readings
African Nationalism in the Twentieth Century
The Ottoman Empire: Its Record and Legacy
The Roman Republic
Feudalism
The Third French Republic 1870-1940
Immigration, The American Mosaic
The Weimar Republic
The Medieval University
Anticlericalism
Soviet Economic Development
The Lower Mekong: Challenge to Cooperation in Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
China Ageless Land & Countless People
China Emerging World Power

Western Publishing
  Industrial Revolution and Nationalism
  Imperialism and World War I
  The Age of Revolution
  Reformation and Exploration

FILMSTRIPS

Budek Films and Slides
  The Inca Empire

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  The Palace of Assurnasirpal at Nimrod, Assyria
  Assyrian and Neo-Babylonian Periods
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  Temples of Abydos, Egypt
  Carthage

Encyclopaedia Britannica
  The British Isles
  Israel: The Land and the People
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    Indians of the Southeast
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    Indians of the Plains
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  U.S.S.R. (Russia) Series

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- Europe at Time of Crusades, 1097
- Europe in 1360
- Medieval Commerce
- Europe at Time of Charles V, 1519
- Germany at Time of Reformation, 1547
- Europe 1648, After Treaty of Westphalia
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- Struggle for a Continent, 1689 - 1800
- Europe at Time of Napoleon, 1812
- Europe After 1815
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- Growth of Prussia: Modern Germany
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- Peoples of Europe

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European Area in World War II
Pacific Area in World War II
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Africa in 1940 and 1966
Europe in 1965
India, Pakistan, Burma, Ceylon Today
Air-Age World
The World Today

Hammond
    Historical Atlas

Rand McNally
    Students' Political Atlas of the World
    Goode's World Atlas

RECORDS

Columbia Masterworks
    I Can Hear It Now 1919-1932, 1933-45, 1945-1949
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    You Are There: Signing of Magna Carta
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    Great Events in World History

TAPES

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    World History

16mm FILMS

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    China: A One Class Society
    China: The Big Question

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    Ancient Phoenicia
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Low Countries, The - Very Much Alive
Rise of Europe, 1000-1500
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Road to World War II
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Rise of Nationalism in Southeast Asia
Spanish Armada
Greece - So Rich, So Poor